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ABSTRACT

This work is one in a series that focuses on nine languages representing the bulk of the second language learning effort in Australian education (Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish). These languages were categorized as the Languages of Wider Teaching. Key areas addressed in this profile include: (1) the place of German in Australian education; (2) issues in the teaching of German including teacher preservice training, language proficiency among teachers of German, and teachers' concerns about the delivery of German language programs; (3) sociolinguistic data on the German-speaking community in Australia; and (4) German as a world language. Findings show that the position of German in Australian education is relatively strong. Numbers of students enrolled in German language courses are on the rise, and availability of German as a Language Other Than English (LOTE) in primary, secondary, and tertiary education is also increasing. Some problematic issues affecting German in Australian education are discussed and recommendations are offered. Appendices contain a bibliography, a list of scholarships and in-country education, a list of individuals consulted, and an attitudinal survey form. (Contains 101 references.) (JP)

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ED 365 114

Unlocking Australia's Language Potential

Profiles of 9 Key Languages in Australia

Vol. 4 - German

Principal authors: Sue Fernandez
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Michael Clyne

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The NLLIA

The National Languages and Literacy Institute of Australia Limited (NLLIA) began operations in June, 1990. The Institute is largely funded by the Federal Government and is closely linked to the implementation of policies on language and literacy adopted in recent years by Federal and State governments.

The NLLIA provides national leadership and guidance on language education issues by:

- providing professional development activities for language lecturers, teacher trainers and teachers;
- creating and operating a database/clearing house on language education issues and regularly disseminating information from these;
- facilitating and conducting research needed to improve practice in language education; and
- regularly assessing language education needs by providing advisory and consultancy services to government, unions, business and the community on relevant language issues.

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Table of Contents

Preface i
Acknowledgements iii
The Steering Committee iii
Executive Summary v
Aims, Scope, Methodology and Limitations of the Profile vi
Recommendations xi
1.0 Introduction: The German Language in Australia 1
2.0 German in Australian Education 5
2.1 German in Primary and Secondary Schools in Australia: Quan[illegible]tive Data 5
2.1.1 South Australia 6
2.1.2 Victoria 8
2.1.3 Queensland 10
2.1.4 Australian Capital Territory 11
2.1.5 Tasmania 12
2.1.6 New South Wales 13
2.1.7 Western Australia 15
2.1.8 Northern Territory 16
2.1.9 Summary 16
2.2 German at Universities, in TAFE Colleges and in 'Other' Courses Quantitative Data 18
2.2.1 Universities 18
2.2.2 Technical and Further Education (TAFE) 23
2.2.3 Other Course Providers 25
2.2.4 Summary 25
2.3 Issues in the Teaching of German: Some Qualitative Data 26
2.3.1 Overview of Courses and General Issues 26
2.3.2 Teacher Qualifications and Teacher Education 43
2.3.3 Teacher Supply and Demand 51
2.3.4 Materials and Resources 53
2.3.5 Methodology 58
2.3.6 Content-based Programs 59
2.3.7 Support Institutions 61
2.4 Language Policy Considerations 62
2.5 Attitudinal Data: Students' Attitudes to German Language Learning 67
2.5.1 Aim and Scope of the Secondary Survey 67
2.5.2 Profile of the Year 11 Students Studying German 69
2.5.3 Students' Reasons for Discontinuing German 74
2.5.4 Students' Reasons for Continuing with German 75
2.5.5 Gender and LOTE Study 77
2.5.6 Summary of the Secondary Survey 77
2.5.7 Tertiary Students of German: Motivations and Attitudes 77
2.5.8 Some Concluding Observations Regarding Students' Attitudes to, and Motivation for, the Study of German 79
3.0 German in Australian Society 80
3.1 Numbers and Distribution of Germans in Australia 80
3 1.1 Numbers of German Speakers in Australia 80
3.1.2 Distribution of German Speakers in Australia 84
3.2 Domains of German Language Use 86
3.2.1 Public Domains: Media, Libraries, Education, Secular Societies and Religious Organisations 88
3.2.2 Hospitality and Transactional Domains: Hotels, Guesthouses, Coffee Shops and Delicatessens 92

3.2.3 Private Domains: Family and Friends 93
3.3 Ethnolinguistic Vitality 94
3.4 Projected Migration Patterns 97
3.5 Summary and Implications 97
3.6 Linguistic Background and Skills of Students Studying German 98
3.7 Language and Cultural Resources Provided by the Local German Community 99
3.8 The Relevance of the Local Community's Characteristics, Needs and Values For Those Involved in German Language Learning and Teaching in Australia 99
4.0 German, Australia and the World 101
4.1 Introduction 101
4.2 German as a World Language 102
4.2.1 Countries Where German has Official / Regional Status 102
4.2.2 Estimated World Population of German Speakers 103
4.2.3 Economic Strength of German 106
4.2.4 'Communicative Events' in German 106
4.2.5 German as a Cultural Language 107
4.2.6 German as a World Language: Summary 107
4.3 Australia's Trade with German-speaking Nations 108
4.3.1 The Role of Languages in Trade 108
4.3.2 Statistical Data 109
4.4 Tourism 111
5.0 Conclusions and Recommendations 112
5.1 Summary of Findings 112
5.2 Concluding Remarks and Recommendations 114
5.2.1 Quantitative Issues 114
5.2.2 Qualitative Issues 115
5.2.3 German as a Community Language in Australia and as an Important World Language 116
Appendix A Bibliography 117
Appendix B Scholarships and In-Country Education 122
Appendix C People Contacted 126
Appendix D Attitudinal Survey Form and Results 127

Preface

One of the consequences of the increased emphasis on language policy making from state and federal governments in recent years has been the proliferation of ways of categorising languages. The nine languages featured in these profile studies were categorised as Languages of Wider Teaching.

There are obviously other ways in which the languages could have been classified. Any one of a large number of possible categories could have been used but this particular group of nine was listed in the National Policy on Languages as languages which either already had or could reasonably be predicted to have the majority of all languages candidates in Australia.

This particular group of languages could not otherwise be classified together. They represent therefore the vast bulk of the second language learning effort in Australian education. As such these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come.

In addition to this quantitative rationale for grouping these nine the following rationale supported this selection:

- that language / teaching efforts are to be harmonised with Australia's economic, national and external policy goals;
- that language teaching and learning efforts are to enhance Australia's place in Asia and the Pacific and its capacity to play its role as a full and active member of world forums; and
- that, for planning purposes, resources allocation efforts and the establishment of achievable long-term goals, choices must be made on language issues. (National Policy on Languages 1987:124)

These nine were seen to combine internally orientated reasons for language study (intercultural, community bilingualism rationales) with perceived externally oriented reasons (economic and international relations rationales) with a pragmatic sense that only a selection from the very many possible languages that could be promoted, should be.

The nine languages selected were: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian / Malay, Italian, Japanese, and Spanish. In early 1990 the Australian Advisory Council on Languages and Multicultural Education which was charged with the responsibility for the implementation of the National Policy on Languages decided to review the teaching and place of these languages since their designation as Languages of Wider Teaching. Funding was provided under the Australian Second Language Learning Program for the conduct of profile studies of the nine.

The NLLIA was successful in its bid for these funds and co-ordinated a national project of the research teams described in the volumes. The researchers and the teams that assisted them were scattered across Australia and the co-ordination of their efforts was a major activity on its own. I wish to acknowledge the efforts of Dr Tony Liddicoat and Mr Athol Yates and other NLLIA staff for succeeding in this difficult task.

In addition, the NLLIA is producing a summary volume. This will present an overview of the nine language profiles and an analysis of the most interesting and revealing differences and similarities among them. This is being written by Dr Paulin Dijité of the University of Sydney.

These studies represent more than a review of the state of play after some years of designation of these nine languages as key languages. They promise to bring about a more precise and language specific form of planning for the teaching and learning of languages in Australian education and therefore could well represent a more mature phase in policy making itself. In recent years language policies have made only generic statements about individual, or groups of, languages. Since there is now a high level of consensus across Australia about the importance of Asian languages, the necessity of keeping strong European-world languages and the domestic value of multilingualism these profiles will probably focus attention on the particular issues that affect the "condition" of individual languages considered important.

The classification, Languages of Wider Teaching is, however, no longer used. In the Australian Language and Literacy Policy issued by the Federal government in September 1991, the Commonwealth identified 14 languages; incorporating the present nine. These fourteen languages were called priority languages. Under the Commonwealth's Priority Languages Incentives Scheme education systems, the States and Territories select eight each as the basis of the funding support they receive from the Commonwealth under the ALLP.

These languages are: Aboriginal Languages, Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian / Malay, Italian, Japanese, Spanish, Russian, Thai, Korean and Vietnamese.

It would be desirable to extend the profile analysis contained in these volumes to those languages not presently surveyed. In its work on Russian, the NLLIA is in a strong position to commence a profile analysis of Russian and is considering extending this to Thai, Korean and Vietnamese.

Joseph Lo Bianco
Director, NLLIA
July 1993

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The authors of this report are indebted to many individuals and groups active or involved in German language teaching around Australia. We wish to express our special thanks to the project steering committee as well as to our interstate contacts for their guidance and assistance in the production of this report.

In particular we would like to thank:

Dr Volker Wolf, Goethe Institute, Melbourne
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Joachim Groch, German Pedagogical Adviser, Western Australia
Gisela Birch, practising secondary teacher
Dr Louise Jansen, Department of Modern Languages, Australian National University
Barrie Muir, PCO Modern Languages, Department of Education and the Arts, Tasmania

The Steering Committee

The project team closely cooperated with a steering committee consisting of representatives of German language education groups. It was a requirement of the granting body that the steering committee include some members of the language teaching profession who are actively engaged in (German) language teaching. It was also the project team's wish to work closely with a group of people who were actively involved in the teaching of German at primary, secondary and tertiary level and with people who advised or assisted in the teaching and learning of German (e.g. German language advisers). Due to financial and time constraints it was not feasible to set up a steering committee comprising representatives from around Australia. The project team decided to operate with a Victoria-based steering committee which would meet regularly. In addition, there would be regular contact (via telephone, correspondence and visits) with a selection of inter-state German language experts, teachers and advisers.

Membership of the Victoria-based steering committee is as follows:

Gudrun Argyropoulos, practising primary teacher
Anne Eckstein, Coordinator, Ethnic Schools Secretariat, Ministry of Education
Annette Harres, president of the Association of German-speaking Communities Education Committee
Maria McClive, practising secondary teacher
Melissa Rogerson, Research Officer, Language and Society Centre and member of the project team: Sociolinguistic variables and models in primary school second language programs
Andrea Truckenbrodt, Tutor, Department of German (Monash); former primary and secondary teacher of German
Eleonore Ulrich, practising primary teacher
Jenny Wilkinson, practising secondary teacher
Rod Wilson, language instructor, Department of German (Monash)

Executive Summary

The report on the German language is part of a large-scale project undertaken for nine languages: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Greek and Spanish. For each of these the aim is to assemble a broad profile of the language and to highlight issues and factors which affect the status of and demand for the language in Australian education and Australian society.

The time frame and breadth of issues to be addressed in the course of this project were limiting factors. Clearly, it has not been possible to provide more than a general overview of many of the issues set down in the original brief. This has resulted in a rather superficial coverage of some issues in this report.

The key areas addressed in this profile are:

a The place of German in Australian education: quantitative data from all sectors of education in Australia are considered, with the emphasis on establishing trends in the study of German since 1987.

b Issues in the teaching of German: this takes into account teacher preservice training, the language proficiency of teachers and general concerns of teachers in the provision and delivery of German language programs.

c Sociolinguistic information pertaining to the German-speaking community in Australia, with particular emphasis on language maintenance institutions and efforts and domains of use.

d German as a world language and its role as a language of a significant trading partner.

German has maintained its position as a language widely offered and studied across all sectors of Australian education. This report identifies the varying regional patterns in the provision of German, and isolates a number of factors which contribute to these. It establishes the place of German as a community language in Australia, and considers the language as a significant international language. The enhanced status of German in the new Europe is explored, a development which, it would appear, is increasingly being recognised and reflected in the rising demand for tertiary and informal adult German language courses in Australia.

The first section sets the project in context. It outlines briefly the aims, scope and methodology of the project and explains the limitations of the project. Section 1 (Introduction) presents an historical overview of the German language in Australia. Section 2 provides a profile of the German language in Australian education, considering both qualitative and quantitative issues. The role of German as a community language in Australia is presented in Section 3. Section 4 presents data on the world population of German speakers, on Australia's trade with German-speaking countries and examines German as a world language as well as its changing role in the light of recent developments in Europe. Conclusions and recommendations are set out in Section 5.

Aims, Scope, Methodology and Limitations of the Profile

Preliminary

This profile of German as a language in Australian education and in Australian society is part of a large-scale project funded under the Australian Second Language Learning Program (ASLLP) grants scheme. The large-scale project consists of the writing of education profiles for nine 'key' languages studied and offered in Australian schools: Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese and Spanish.

Aims of the German project

In line with the objectives of the overall project, the German project has the following aims:

- To describe the situation of German language education in Australia.
- To ascertain trends in the study of German since the 1987 National Policy on Languages.
- To identify and discuss the major factors having an impact on the study of German in Australian education, including educational factors, sociolinguistic factors, socio-economic and socio-political factors.
- To outline the size, distribution and general characteristics of the German-speaking community in Australia, the domains of language use and the ethnolinguistic vitality of the groups which constitute that community.
- To describe the language in a world context and discuss its importance for Australia in terms of economic and general external need.
- To make recommendations and suggestions for the improvement of the status and situation of German in Australian education.

Scope of the German project

The scope of the German project can be described as follows:

- To survey as accurately as possible the status and position of German in all aspects of education in Australia: across each sector - primary / secondary / tertiary - and all systems - state / independent / Catholic / TAFE / other.
- To encompass all states and territories of Australia.
- To survey the period 1987 / 1988 - 1991 / 1992.
- To focus chiefly on the German language, with only minor comparisons with other LOTEs. Readers are referred to Summary Volume for an overview encompassing all 'key' languages.

Limitations of the German project

The comprehensive nature of this profile was constrained by factors of space, cost and time. Given the range of issues which were designated for examination and the time frame in which this was to be completed, some areas of the report warranting greater depth of treatment have been dealt with only superficially and generally. It has not been possible, for example, to thoroughly address the area of German language materials and resources. The vast array of these available rendered a comprehensive analysis impossible. The project team wrestled with the question of critically examining the texts most widely used in schools; however, to undertake more than a superficial and subjective critique was in itself a time consuming and labour intensive task. Another case in point is the section dealing with the German language and the German-speaking community in Australia, areas which have been well-researched. There is a wealth of data relevant to a profile such as this; the task for this project was to carefully analyse the data to ascertain its immediate relevance to this profile. Often the project team was forced to omit information in order to meet the guidelines on the length of the profiles as set down in the original brief. Where applicable, readers are referred to sources of information or to further reading. Time constraints also affected the extent of materials gathered and thus the depth with which certain issues are dealt.

Certain limitations were also imposed on the profile by the fact that it is part of a larger project: the various project teams were asked to comply with a proposed structure which should be adopted by all teams. Although this uniform structure does limit the approach taken to the various issues covered for a quite diverse range of languages, it is flexible enough to allow the highlighting of certain language-specific (i.e. German-specific) problems and issues.

Financial constraints affected the collection of data: fieldwork had to be limited, especially in relation to the attitudinal profile (see Section 2.5). The process of consulting with German language experts around Australia was also influenced by financial and time constraints (tele-contact rather than actual face-to-face contact); however we hope that the consultative process has not been compromised by these constraints.

Methodology adopted by the German Project Team

The Project team

The nature, scope and limitations of this project clearly pointed towards a project team approach with a substantial consultative component with representatives of various 'interest' and expert groups relating to German language education in Australia.

The Project Team consisted of a Project Coordinator (Dr Anne Pauwels), a Project Consultant (Professor Michael Clyne) and a Project Research Officer (Ms Sue Fernandez). The Project team has had the responsibility of gathering the information, analysing and discussing the results, consulting regularly with the project steering committee and of writing up the profile.

Collection of statistical and other quantitative data

Collection of the statistical information concerning numbers of students studying German in Australian educational institutions (all levels, all systems) was handled centrally by the coordinator for the entire 'Key Languages' project based at the National Languages and Literacy Institute of Australia (Melbourne, Directorate). The collection of statistical information of this nature is very time consuming [it took on average 3 months before a system would send its information]. Some institutions and education systems also suffered from excessive information output and were not pleased with yet another demand for language statistics for yet another survey.[1] At the time of writing not all systems had sent their figures so that this aspect of the profile is somewhat incomplete. The centralised collection of figures for German language study around Australia was complemented by the project team's own collection of data from the Goethe Institute, which regularly assembles statistical information from that collected by the language advisers in each major state; and from telephone and fax contact with individual TAFE colleges, TAFE authorities and universities in some states.

In the sections dealing with student numbers in German we highlight the problems experienced with the gathered statistics: here it suffices to say that the diversity in methods used by various education systems to record student enrolments in language subjects caused many problems of interpretation. In addition, some education systems do not collect data on an annual basis so that it is difficult to present trends in the study of German over a 5 year period.

It was the project team's decision in consultation with the Steering Committee not to commit most of its efforts to obtaining a complete and totally accurate picture of the number of students enrolled in German at a particular point in time. The time consuming nature of data collection and the relative short term validity of such information were factors which were considered in the decision to focus instead on overall trends in student enrolments in German on the basis of extensive but incomplete sets of figures.

Collection of data concerning qualitative issues

A variety of methods was used to collect information about qualitative issues relating to the German profile. These included the extensive study of archival data from a variety of sources such as policy documents, language information kits, curriculum materials, textbooks, course outlines, language syllabi but also research articles on the role of German in the world, the situation of German and the German-speaking community in Australia and the position of the German language in Australian education. In addition, questionnaires were used to survey students' attitudes towards the learning of German (see Section 2.5) and to survey language teachers' opinions about problem areas relating to German language teaching. Another important method of data collection for the German project has been the gathering of information and views through in depth interviews between the project research officer and a variety of key people in relation to the teaching and learning of the German language in Australia. Finally some important information was also obtained by attending a range of in-services, workshops, meetings and conferences about specific aspects of German language education held between the start of the project in September 1991 and August 1992. We believe that the diversity of methods used to access information about German language education in Australia has enabled us to present a fairly detailed and comprehensive profile of German language education in a very short period of time. Nevertheless we are aware that the profile is not an exhaustive report on the topic and that the information and discussion are somewhat biased towards the situation of German in the eastern states, especially Victoria. This is partly a result of the project team's location in and familiarity with the situation of German in Victoria but also because information was more readily available from sources in the eastern states.

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[1] In recent times there have been a substantial number of language surveys, including the Leal Report: The Report of the Review of the Teaching of Modern Languages in Higher Education, Languages at the Crossroads: The National Enquiry into the Employment and Supply of Teachers of Languages Other Than English [Nicholas Report], and The TAFE Languages Survey.

Outline of the German language profile

In the first section we present a short historical overview of the German language in Australia, and introduce issues which will be further elaborated in the body of the report.

In the second section we present an extensive profile of the situation of the German language in Australian education. This profile includes an overview of the study of German in all spheres of Australian education from a quantitative angle (statistical data on the number of students enrolled in German language courses around Australia where available). The aim here is to establish trends in the study of German in the period 1987 / 88 and 1991 / 1992. A second part discusses various qualitative issues and factors which could impinge on German language education in Australia. These include the crucial issues of transition from primary to post-primary school, teacher qualifications and teacher preparation (education) as well as the issue of the availability, quality and usefulness of German language materials and resources. We also provide a brief discussion of methodological issues involved in the teaching of German with specific attention to innovative approaches at the primary school level, and highlight institutions which offer support for the teaching of the language. An overview of language policies is provided, with consideration for the status of German as a priority language. In the final part of this section we investigate through a small-scale survey of Year 11 students their attitudes to the learning of German, focussing specifically on their reasons for discontinuing their German language study after Year 10 or their motivations for continuing with the language.

Sections 3 and 4 examine the role of German in Australian society and the world. Here we consider questions of the size and characteristics of the German-speaking community in Australia, including the domains in which German is used and the patterns of language maintenance and language shift amongst these groups. We address the implications that these factors have had and are having on the position of German in the education system. Furthermore we examine the status of German as a world language and its effect on German in Australia in terms of demand for German language skills both within Australia and in Australia's contact with other parts of the world.

Conclusions, suggestions and recommendations for improving German language education are presented in Section 5. Recommendations proposed in this report have been limited to those with specific significance for the situation of German in Australian education. Throughout the report, however, recommendations made in other reports are often strongly endorsed or supported in relation to German.

Recommendations

Recommendation 1

We urge the NLLIA to recommend to Education Departments across Australia that a national forum be created to examine gaps and discrepancies in databases on language teachers and LOTE students and to propose a system of record keeping which will facilitate effective LOTE planning.

Recommendation 2

We recommend that the NLLIA bring this report on transition in German to the attention of the appropriate committees and organisations involved in German language teaching (e.g. Ministries of Education, Catholic Education Offices, Independent Schools Board, German Language Teacher Associations, Goethe Institute) in order to discuss the matter and instigate appropriate action with regard to the following issues of transition:

1 establishing proficiency levels for primary German language programs;
2 catering for mixed ability classes at post primary level;
3 catering for students from 'immersion' or 'content-based' programs;
4 provision of teacher training relating to these issues.

Recommendation 3

We recommend that German Teacher Associations in Australia in conjunction with the Goethe Institute and the appropriate branches of the Ministries of Education organise a forum funded by the Ministries of Education to identify the resources and materials needs of primary teachers of German and commission a nation-wide survey of existing materials used in or useful for Australian schools, especially those relating to content-based programs. We furthermore recommend that this forum look into the possibility of resource-sharing across states and territories.

Recommendation 4

We recommend that German Departments / Sections at tertiary institutions be required to make available to their students units or courses dealing with second language acquisition and attrition (German) and with the German language and speech community in Australia.

1.0 Introduction: The German Language in Australia

The role of the German language as a community language in Australia can be traced back to the earliest days of its colonisation by Europeans. Some German speakers were amongst those arriving on the First Fleet. The remaining years of the eighteenth century saw a number of free settlers from Germany in the newly established colony. Significant immigration began in the 1830s and increased throughout the following decades, with the result that the German-born and their Australian-born descendants constituted the most numerous non-British ethnic group in Australia by the latter part of the nineteenth century. This group played an influential role in the developing settlements in eastern and south-eastern Australia.

Substantial numbers of German Lutherans arrived in the newly-founded colony of South Australia in the late 1830s, many fleeing religious oppression. They established many settlements, including Hahndorf and Lobethal in the hills near Adelaide and also in the Barossa Valley, and some of them remigrated to other parts of Australia and beyond. In the 1850s, refugees from the 1848 revolution, together with economically motivated migrants attracted by the discovery of gold in Victoria, swelled the numbers arriving from Germany.[2] During this period and in the following decades large agricultural and pastoral tracts around Melbourne and in Victoria's Western District and the Wimmera were settled by German speakers, as were rural districts of south eastern Queensland and southern New South Wales. Assisted passages for German migrants provided by the Queensland government meant that this state had the largest German-born population until the 1930s. However, many of the German speakers settled among English speakers in the towns and cities.

German was the best maintained language of a number of community languages widely in use in Australia throughout the nineteenth century. In the rural enclaves mentioned above, German was the language of bilingual schooling, the church, work and community domains. By the turn of the century there were close to one hundred bilingual schools, conducted in German and English, mainly in South Australia and Victoria. Most of these were primary schools, but some secondary bilingual schools attracted children even from English-speaking backgrounds. A flourishing press in the language was also well established. As Clyne (1991a:8) notes: "From the German-language newspapers it can be deduced that virtually all business transactions could be conducted in German in the central business districts of Melbourne and Adelaide in the 1860s and 1870s." The census of 1891 revealed the number of German-born in Australia at its peak - more than 45,000, although by this time many of the German speakers were Australian born.

After this time, a number of factors combined to bring about a steady decline in German immigration, not the least of which was the burgeoning conflict between Britain and Germany. The outbreak of the First World War saw the prohibition of publications in German and the changing of most German place names, sixty-nine in South Australia alone.[3] 'English only' policies introduced into the various states restricted or banned instruction through the medium of languages other than English. As Clyne notes, this period became one of aggressive monolingualism in Australia where the use of German and other community languages was considered disloyal. "... by 1919 Australia's national identity was clearly established in terms of English monolingualism" (Clyne 1991a: 13).

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[2] It is important to note that the concept of Germany as a nation / state changed considerably in the course of the 18th-19th centuries, and underwent further change in the late 1980s.

[3] For example, 'Kaiserstuhl' became 'Mount Kitchener', 'Hochkirch' became Tarrington and 'Gnadefrei' was changed to 'Maranaga'.

It was not until the late 1930s that a significant immigration of German speakers resumed, as refugees from National Socialism entered the country. The vast majority of the 9500 German-speaking immigrants who came to Australia between 1933 and 1939 (and especially during 1938-39) settled in and around Melbourne and Sydney. A number of these migrants wanted to break completely with their German-speaking past, and assimilated rapidly through exogamy and language shift. The strength of the prevailing monolingual attitude of the time is reflected in the advice of the Australian Jewish News (19th May 1939) to refugees from Nazi Germany:

> ... do not speak German in the streets and in the trams ... Do not make yourself conspicuous by walking with a group of persons, all of whom are speaking a foreign language. Remember that the welfare of the old established Jewish communities in Australia, as well as every migrant, depends on your personal behaviour. (quoted in Clyne 1981: 22)

Language shift was most rapid in the cities, but German was still used in homes in the rural settlements, especially by and to the middle and older generations.

After World War Two, displaced persons, including German speakers from various parts of Europe, were followed by a large influx of speakers of the language under the post-war immigration program. In more recent years (from the 1980s) the migration from Germany has been made up mainly of professional people and those seeking refuge from the increasing nuclear and ecological threats in Europe.

The German-speaking community does not only consist of people with German as their first language but also includes a substantial number of people especially from Central and Eastern Europe who have German as their second language and used German as a lingua franca before they had acquired competence in English.

It will be apparent that the early groups of German immigrants to Australia were followed by subsequent 'waves' of German-speaking migrants who settled in various parts of Australia for a variety of reasons. Despite two World Wars in which German was the language of the enemy, strong assimilationist pressures between 1901 and the early 1970s, and the more recent growth in the popularity of Asian languages, the states with strong historical ties with German - most notably South Australia, Queensland and Victoria - are those where the language has retained a higher profile than those states without this significant historical link. This is reflected in the patterns which emerge in the statistical data presented in the following section, and will be further explored in the overview of this data in Section 2.1 and 3, which summarises the current situation of German in Australian society.

German also has a long history as a foreign language in Australian education, although it ranked way behind French. Until the mid-1960s French was considered the foreign language in Australian schools. This was modelled after the British tradition of foreign language teaching. German and Latin were often only available as second or third foreign languages or to very bright students ['Deutsche Sprache - schwere Sprache' / German language-difficult language]. This attitude combined with the detrimental effects of the First World War on the teaching of German contributed to the subordinate role German played to French and Latin. Wykes (1966) reported that the figures for German in the period 1957-1958 and 1962-1963 showed that on average only 1 to 3% of junior high school students learned German, compared to 45% for French and 6 to 7% for Latin. From the mid sixties on the place of German in schools strengthened because German was beginning to be recognised - like French - as an important international language with a rich literary heritage and as a source language for much contemporary information (as reported in the Modern Languages Newsletter 7, October 1966). In Victoria, for instance, 44 schools (including 14 state schools) taught German in 1964; this number had increased to 130 (including 84 state schools) in 1975 and by 1979 there were 166 (125 state schools) schools offering German.

A problematic aspect in the history of German language teaching in Australian schools was the relatively late recognition that German was a community language in Australia besides being a 'foreign' language of international repute. Clyne (1981) documents the discrimination in German language examinations experienced by children with a home background in the language up until 1968: the type of tests chosen for the exam included (a) a dictation test which could expose the spelling errors of 'corrupt' native speakers, (b) a paraphrasing of a poem and (c) a translation into English which could expose the English errors made by German native speakers. Many German-speaking children therefore preferred to study another foreign language (usually French) in order to avoid this type of discrimination.

In the 1970s and early 1980s German occupied a fairly strong position in Australian schools. This position and the place of German changed again in the late 1980s with the push for and the increasing popularity of Asian languages (especially Japanese). In some cases the result for German was disastrous - for example, German teachers were asked to retrain as Japanese teachers or German was replaced by Japanese.

More recently, positive language policies and the increased importance of German in Europe are having a positive influence on the position of German in Australian schools and universities.

In summary, the German language is not a newcomer to Australian society and the Australian education system. It has a chequered past and its position in the community and in the education system has been greatly affected by world events. German moved from a well established community language in the latter part of the 1800s and early 1900s to the language of the enemy as a result of the two World Wars: German speakers were interned, German-English bilingual education was cut, German place names were changed. After the Second World War the German language (and community) gradually lost its 'enemy' image or 'subordinate' status and gained some recognition both as a community language and as a significant world, cultural and scientific language as well as trade language. More recent events in Europe (the increasing importance of German in eastern Europe and in the European community, the unification of the Germanies) are also having an impact on the status of German in Australia.

In the following sections we shall elaborate on the place, role and position of German in the Australian education system as well as in the German-speaking community. We shall analyse trends in the study of German in Australian education and examine qualitative issues in the teaching and learning of German. Furthermore we will look into the ecology of the German language in Australia and investigate the impact of a local German-speaking community on the situation of the language in schools. A further significant issue specific to German is its important position in the categories of community language, trade and world language and yet its seeming lack of prominence hitherto in any one of these. This may be beginning to alter slowly, with the increasing perception of German as an important world language given the unification of Germany and the changes in Eastern Europe.

2.0 German in Australian Education

2.1 German in Primary and Secondary Schools in Australia: Quantitative Data

The German language has been taught in Australian secondary schools since the 19th century. The coming of the First World War saw the status of German decline, and for the subsequent four decades it assumed third place, well behind French and Latin as a foreign language offered in state secondary schools in most states of Australia. In independent schools, where traditionally a broader range of subjects was offered, the position of German was significantly stronger. In the 1960s a push for the introduction of a wider range of languages began, and the number of secondary schools offering German and other languages began a gradual increase. German has a relatively long history in the primary sector as well. The language was an 'early developer' in the primary sphere, as a number of experimental German programs were introduced into primary schools in South Australia during the 1960s, and were subsequently followed by programs in other languages. By 1976 there were 32 primary schools in that state teaching German to more than 3000 students (Clyne 1981). Other states followed South Australia's lead. In 1978 there were German programs in 14 primary schools in and around Melbourne, and a number of primary schools in Sydney and Perth were also offering the language. Given the lack of official recognition and support for languages in primary schools, many of these programs relied for their instructors on volunteer parents or undergraduate students and were frequently short-lived. The first bilingual (immersion-type) program[4] in Australia, in which some areas of the curriculum were taught through the medium of German to non-background speakers, was established in Melbourne in 1981. This was one of three German programs which were the focus of a longitudinal study investigating models for the introduction of second languages to primary students (Clyne 1986).

Thus, German was already relatively well represented in this sector as the teaching of languages in primary schools began to gain recognition and momentum in the late 1980s. This factor should be considered when reviewing the statistical data presented below and when making comparisons with the growth of other languages: the number of German programs at the primary level is expanding from a higher base than would be the case for most other languages.

The information which appears in the following tables has been compiled from the National Survey of Language Learning in Australian Schools 1988 (DEET 1988) and that provided by the various Ministries of Education, independent schools' organisations and Catholic Education Offices around Australia. We have supplemented this data with statistics provided by the Goethe Institute (annotated with the abbreviation GI). The bulk of the data was collected centrally on behalf of all nine language projects by the National Languages and Literacy Institute of Australia (NLLIA). However, complete sets of figures from each of these sources for each state are not available. It must also be pointed out that the manner of collection and presentation of statistical data from each of the states and territories was extremely varied and therefore problematic. The heterogeneous nature of the data which was made available in many cases, the complete absence of data in still others, and the discrepancies which arose in the data from various sources (and on occasion from within the one source) rendered the issue of presentation and analysis of this information a complex and frustrating one. We have indicated significant discrepancies where these arose. Our experience and that of the other language projects in compiling data underlines the urgent need for a system to be implemented whereby regular and uniform collection of statistical information is carried out within each state and territory. This need for a more systematic way of collecting data was also expressed in the recent Nicholas Report: *Languages at the Crossroads* (1993) where it was pointed out that the lack of effective records on LOTE teacher numbers affected the planning of LOTE classes and initiatives around Australia.

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[4] 'Immersion' refers to instruction through the medium of a second language, with the aim being the acquisition of the language through use. In the Canadian model children receive at least fifty per cent (and in many programs all) of their instruction through the medium of the second language. Australian programs based on this model but which have a lesser time commitment are referred to as 'immersion type' or 'content based' programs. See 2.3.6.

In view of the many discrepancies and gaps identified in the quantitative data for German and in view of the rapid expansion of German and other LOTEs at primary level which will affect teacher demand, we propose the following recommendations.

Recommendation 1

We urge the NLLIA to recommend to Education Departments across Australia that a national forum be created to examine gaps and discrepancies in databases on language teachers and LOTE students and to propose a system of record keeping which will facilitate effective LOTE planning.

Access to complete and reliable statistical data of this kind will be essential to monitor the patterns in LOTE provision across the country and to inform further policy making in this area.

Despite the difficulties in gathering and compiling data, we believe that the figures available are useful to discern overall trends in the study of German at primary and post-primary levels since 1987. The following section presents statistical data from government, independent and Catholic primary and secondary schools for each state. A summary and overview of the trends which emerge from this data follows.

2.1.1 South Australia

Government sector

German is a 'heritage language' in South Australia, and the language is widely taught in both government and independent schools. Official

Ministry statistics for government sector schools are unavailable. However, the figures from DEET 1988 and those from the Goethe Institute and language advisers indicate a steady growth of German in both primary and secondary government schools. Note that German was already well represented in primary schools at the beginning of the four year period.

Year	Primary	Secondary	Total
1987	9500	7900	17400
1988	9788	8150	17938
1989	n / a	n / a	n / a
1990	10825	11327	22152
1991	n / a	n / a	n / a

Table 1

Students of German in South Australian government schools

Independent sector

The more complete statistics provided by the Independent Schools Board show a clear rise in the number of students studying German in independent schools, most significantly in the primary sector where numbers have increased by more than 200% since 1987. The number of students at the secondary level has fluctuated during the five year period for which data is available, however, the current trend is upwards.

Year	Primary Male	Primary Female	Primary Total	Secondary Male	Secondary Female	Secondary Total	Total Students
1987	n / a	n / a	900	n / a	n / a	2100	3000
1988	562	883	1445	478	768	1246	2691
1989	560	952	1512	723	1162	1885	3397
1990	1149	1138	2287	551	679	1230	3517
1991	1560	1680	3240	894	1261	2155	5395

Table 2

Students of German in South Australian independent schools

Catholic sector

German is not strong in the Catholic sector in this state. Figures from 1988 reveal that no German was taught in Catholic schools; the data for 1991 is set out in the Table 3.

Year	Males	Females	Total
Year 8	61		61
Year 9	42		42
Year 10	28		28
Year 11	16		16
Year 12	16	4	20
Total	163	4	167

Table 3

1991 Students of German in South Australian Catholic schools

Year 12 students

At Year 12 level student numbers have fluctuated slightly during the past five year period, although the 1992 figures are the highest for the seven years for which data is available.

Year	Year 12 numbers
1986	369
1987	399
1988	421
1989	410
1990	379
1991	408
1992	426

Table 4

Total number of Year 12 candidates in German in South Australia

Summary: German has retained its strong position in both primary and secondary schools in South Australia. The most significant increases are taking place in primary schools, with a 14% increase in government primary schools where numbers for German were already high, and a 260% increase in independent schools.

2.1.2 Victoria

Government sector

German occupies third place behind French and Italian in Victorian secondary schools. In 1990 secondary students of German comprised 17.9% of all LOTE enrolments (compared with French 31.7%, Italian 21.2% and Japanese 6.7%). The number of secondary schools offering the language has risen 20% since 1988. The figures in the Table 5 indicate a slight fall in the numbers of students studying German at the secondary level between 1988 and 1989; due to the incomplete nature of the data it is difficult to ascertain just how significant this trend was in the following year; however, it is clear that numbers have increased since that period.

At the primary level, German is the third most frequently taught language, studied by 6.7% of LOTE students (Italian 54%, Japanese 10.7%). The number of schools offering primary German programs has more than doubled since 1988, and interest remains strong. Of the 3862 students studying German at the primary level in 1991, 784 (20%) were participating in bilingual programs and the majority (2107 or 55%) were involved in second language programs.

Year	Primary	Secondary male	Secondary female	Secondary total	Total
1987	1750	n / a	n / a	n / a	n / a
1988	2745	6075	8557	14632	17377
1989	n / a	5665	7207	12872	n / a
1990	n / a	n / a	n / a	n / a	n / a
1991	3862	n / a	n / a	15126	18988

Table 5

Students of German in Victorian government schools

Independent sector

Numbers of primary students taking German have increased steadily over the past three years, as revealed in the Table 6. At the secondary level the numbers show a slight decrease.

Year	Primary male	Primary female	Primary total	Secondary male	Secondary female	Secondary total	Total students
1987	n / a	n / a	n / a	n / a	n / a	n / a	n / a
1988	290	557	847	2757	3812	6569	7416
1989	n / a	n / a	n / a	n / a	n / a	n / a	n / a
1990	312	1066	1378	3024	3719	6743	8121
1991	788	1259	2047	2852	3510	6362	8409

Table 6
Students of German in Victorian independent schools

Catholic sector

There is a small number of Catholic schools offering German at the secondary level and student numbers have remained steady during the past three years. Only one primary school offers the language presently. No gender breakdown is available for students at the primary level or for the 1989 secondary data.

Year	Primary male	Primary female	Primary total	Secondary male	Secondary female	Secondary total	Total students
1988			0	199	1265	1464	1464
1989			0	n / a	n / a	1664	1664
1990	n / a	n / a	24	229	1212	1441	1465

Table 7
Students of German in Victorian Catholic schools

Year 12 students

The numbers at this level have remained quite steady as seen by the figures in Table 8.

Year	Year 12 students
1989	500
1990	472
1991	474

Table 8
Total Year 12 candidates in German - Victoria

Summary: German is experiencing a significant increase in the primary sector in Victoria - a 120% increase in government schools and a corresponding figure of 145% for the independent sector. German is in a strong position at the secondary level and there has been a moderate overall increase in student numbers.

2.1.3 Queensland

Government sector

In this state German is the second most frequently taught language in primary schools: 17% of primary LOTE students learn German (16% French, 37% Japanese). Primary student numbers in a range of LOTEs have risen rapidly since 1987, as revealed in the tables below. This is a direct result of the initiatives put in place by the Labor government since 1988, which has seen a fifty per cent increase in overall numbers of LOTE students (Braddy 1991:3).

At the secondary level, 30% of LOTE students are learning German (Japanese 34%, French 26%). The data in the table following does not yet reflect the enormous expansion which German is undergoing in Queensland. The next few years will see the numbers of students of the language at the lower secondary level swell as the large numbers at the primary level move into secondary schools.

Year	Primary	Secondary	Total
1987	485	n / a	n / a
1988	824	12118	12942
1989	n / a	11563	n / a
1990	3209	11175	14384
1991	4951	11327	16278

Table 9

Students of German in Queensland government schools

Independent sector

Data from the independent schools sector reveals that German has experienced an increase since 1988, although this is less robust than that which has taken place in government primary schools. Since 1988 there has been a 36% rise in primary numbers; in secondary schools the overall growth is 62%, although numbers appeared to peak in 1989 and fell slightly in the following year.

Year	Primary	Secondary	Total
1987	n / a	n / a	n / a
1988	493	2508	3001
1989	451	4482	4933
1990	621	4051	4672
1991	672	4060	4732

Table 10

Students of German in Queensland independent schools

Catholic sector

A small number of Catholic schools offer German at the secondary level and student numbers appear to be steady. Only one Catholic primary school offers the language, and has one group of students.

Year	Secondary male	Secondary female	Total
1988	155	1379	1534
1989	296	1220	1516
1990	330	961	1291
1991	324	1128	1452

Table 11
Students of German in Queensland Catholic schools

Year 12 students

The number of Year 12 candidates in the language has fluctuated marginally over the past four years.

	1988	1989	1990	1991
Males	120	113	101	101
Females	345	320	308	327
Total	465	433	409	428

Table 12
Number of Year 12 candidates in German - Queensland

Summary: German has experienced enormous growth - over 1000 per cent - in government primary schools during the past five year period. At secondary level the numbers in government schools have remained fairly steady, but will begin to increase as the flow-on effect from the primary sector increases begin. There has been growth in both primary and secondary independent schools. German's position in the state is very strong.

2.1.4 Australian Capital Territory

Government sector

German has lost some ground in ACT secondary schools during the past few years. In 1989 15.8% of LOTE students in government secondary schools were studying German (as compared with French 33.1% and Japanese 17.2%); by 1991 the corresponding figure for German was 10.5% (as compared with French 30% and Japanese 23.5%). German was introduced into government primary schools in 1990 and the trend is for further increase.

Year	Primary male	Primary female	Primary total	Secondary male	Secondary female	Secondary total	Total
1988	0	0	0	713	789	1502	1502
1989	0	0	0	819	1071	1890	1890
1990	95	99	194	804	1000	1804	1998
1991	205	228	433	434	548	982	1415

Table 13
Students of German in ACT government schools

Independent sector

A similar pattern emerges in the independent schools sector, although it appears that the decline in numbers is not as substantial as that in government schools. In 1989 German was the second most frequently taught language in independent schools, with 24.3% of LOTE students (French 26.1%, Italian 23.7% and Japanese 18.2%); in 1991 the corresponding figure was 20.9% for German, now occupying fourth place behind Italian 26.3%, French 22.8% and Japanese 21.8%.

Year	Primary male	Primary female	Primary total	Secondary male	Secondary female	Secondary total	Total
1988	287	188	475	515	540	1055	1530
1989	257	358	615	682	1088	1770	2385
1990	246	265	511	657	788	1445	1956
1991	371	380	751	616	717	1333	2084

Table 14

Students of German in ACT independent schools

Catholic sector

German is not offered in the Catholic primary schools for which data was available. Student numbers at the secondary level have fallen steadily since 1988.

Year	Primary	Secondary male	Secondary female	Total
1988	n / a	272	553	825
1989	n / a	249	368	617
1990	n / a	192	329	521
1991	n / a	174	212	386

Table 15

Students of German in ACT Catholic schools (Archdiocese of Canberra & Goulburn)

Summary: The number of students studying German at the secondary level in government and Catholic schools has fallen during the last five years. In the independent schools there has been a moderate overall increase since 1988, although numbers have fallen from the 1989 peak. German is on the increase in the primary sector.

2.1.5 Tasmania

Government sector

Data from the primary sector is sparse and incomplete, however, German is not strongly represented in primary schools in this state. Numbers at the secondary level have fallen slightly over the last five year period.

Year	Primary	Secondary
1987	n / a	3271
1988	148*	3289
1989	n / a	2899
1990	180*	2867
1991	n / a	2393
1992	n / a	2738

Table 16

Students of German in Tasmanian government schools

** total for government and independent schools*

Independent sector

There is no data available from the independent school sector.

Catholic sector

No data is available for Catholic primary schools. A small number of students learn German at the secondary level.

Year	Secondary students
1989	132
1990	157
1991	150

Table 17
Students of German in Tasmanian Catholic schools

Year 12 students

	1988		1989		1990		1991	
	Male	Female	Male	Female	Male	Female	Male	Female
Level II	15	29	8	43	10	21	18	34
Level III	21	98	30	62	31	55	24	56
Total	36	127	38	105	41	76	42	90

Table 18
Total Year 12 candidates in German - Tasmania

Summary: The figures for students studying German at Tasmanian government secondary schools show an overall decline since 1987. However, when one considers figures for the previous decade or so, it becomes apparent that the figures for German have remained relatively stable. A number of languages have experienced a steady decline in the state. For example, numbers studying French have declined by 45% since 1976. By comparison, enrolments in German have been remarkably steady: in 1976 there were 2288 students enrolled in German; in 1992 the figure is 2738. Tasmania has only recently begun to formulate policies for the introduction of primary LOTE. It is likely that German will increase significantly in this sector.

2.1.6 New South Wales

Government sector

The official Ministry of Education data for the primary sector indicates a decline in German in government primary schools. However, information from the German adviser would indicate that these figures may have understated the true picture. The Ministry data do not take account of the Newcastle Insertion Program, for example, funded by the German Saturday School Newcastle, which provides German teaching to more than 1500 primary students. The Goethe Institute estimates that the total figure is close to 4000 primary students. In secondary schools there has been a gradual decline in the number of students studying German.

Year	Primary	Secondary males	Secondary females	Secondary total	Total
1987	n / a	n / a	n / a	n / a	n / a
1988	1233	6273	8977	15250	16483
1989	535	5997	8367	14364	14899
1990	535	4770	6685	11455	11990
1991	634 *	n / a	n / a	n / a	n / a

Table 19

Students of German in New South Wales in government schools

** The Goethe Institute estimates for 1991 are 4000*

Independent sector

The most recent information for this section (1990, 1991 figures) is based on data from a draft report by the Association of Independent Schools in New South Wales. A survey was conducted of all schools in the independent sector, and at the time of writing responses had been received from 148 schools (a response rate of 46%). The majority of the larger independent schools were amongst those which had responded. We have presented the available statistics below, whilst acknowledging that these do not represent a complete picture of the situation for German. Nevertheless, it is clear from the available data that German remains strong in independent schools in New South Wales. French and German are the two most widely taught languages in this sector, with Japanese showing a marked increase.

Year	Primary					Secondary					Total
	K-2		3-6		Total	7-10		11-12		Total	
	M	F	M	F		M	F	M	F		
1989	218		136		354	3809		354		4163	4517
*1990	80	163	436	282	961	2183	2968	203	287	5641	6602
*1991	178	180	570	479	1407	2533	2942	227	324	6026	7433

Table 20

Students of German in New South Wales independent schools

**Based on draft survey of independent schools*

Catholic sector

Year	Students
1988	564**
1991	495**

Table 21

Students of German in New South Wales Catholic schools

*** Secondary schools, Archdiocese of Sydney only*

Year 12 students

There has been a marked decrease in the number of Year 12 candidates in German since 1988.

Year	1988	1989	1990	1991
Students	1720	1141	1031	908

Table 22

Year 12 candidates in German - New South Wales

Summary: There has been a decline in numbers in government secondary schools; the primary sector is a strong growth area in independent schools and to a lesser extent in government primary schools. The position of the language has strengthened in independent secondary schools. The fall in Year 12 student numbers is significant.

2.1.7 Western Australia

Government sector

It is difficult to ascertain clear trends in government schools in this state due to the paucity of data. At the primary level the numbers of German programs are increasing: we have provided estimates of student numbers from the German language adviser. At the secondary level there is no clear trend emerging for the past three years or so, although there are indications that German has declined somewhat in government secondary schools.

Year	Primary	Secondary	Total
1987	200	1805	2005
1988	760	902	1662
1989	n / a	720	n / a
1990	est 850	936*	1786
1991	est 1000	n / a	n / a

Table 23

Students of German in Western Australian government schools

** Goethe Institute estimate: 1635*

Independent sector

The statistics for German at the primary level are once again questionable. The Goethe Institute figures put the number of students in this category at more than 300. At the secondary level German has experienced an increase, and it is clear that the language is strongly supported in a number of independent schools.

Year	Primary	Secondary	Total
1987	n / a	899	n / a
1988	192	900	1092
1989	n / a	n / a	n / a
1990	36?	890	926?
1991	70*	1019	1089?

Table 24

Students of German in Western Australian independent schools

** Goethe Institute estimate: 300*

No Catholic schools offer German in this state. Figures for Year 12 were not available.

Summary: Numbers in government primary schools are increasing and this may also be the case for independent schools, although this is not clear from the available data. There appears to be a downward trend in government secondary schools, but German remains strong in independent secondary schools.

2.1.8 Northern Territory

German is not a priority language in the Northern Territory, a situation which is reflected in the statistics.

Year	Primary	Secondary	Total
1988	75	261	336
1989	196	176	372
1990	133	209	342
1991	175	151	326

Table 25
Students of German in Northern Territory government schools
No other data is available

2.1.9 Summary

The patterns which emerge from the statistical data presented above result from a complex interplay of factors: historical, social, political, economic and demographic. The existence of German-speaking communities in particular states appears to be an important factor in supporting the language's profile; however, for German (and indeed for the majority of LOTEs) it is also to a large degree a matter of the strength of personalities and lobby groups which emerge to rally behind the language and support its cause. The brief overview presented in this section aims to isolate the chief forces which have led to the relative strength of the position of German in some states compared with others. In the framework of this report the overview is necessarily superficial; this is an area warranting more detailed research and analysis.

Clearly, it is in the primary sector that German is experiencing the strongest growth, a situation which is the direct result of policy initiatives to increase both the range of languages offered and the numbers of students at primary level. All states and territories have increased the provision of German in primary schools, with the most significant increases in Queensland, South Australia, Victoria and the ACT. Obviously, this will have tremendous long term implications for secondary school German programs as the increased numbers flow on to this sector. (Some of the implications will be explored in Section 2.4). It remains to be seen what results the tremendous growth in LOTEs generally at the primary level will have for retention rates in years to come; during the last five year period, Year 12 numbers have remained fairly steady in the states for which data was available, with the notable exception of New South Wales which showed a decline of 47%.

In the states with the most significant increases in primary numbers - namely Queensland, Victoria and South Australia - German is also strongly represented in the secondary sector in both government and independent schools. We have previously made reference to the existence of German-speaking communities in parts of Australia from the earliest days of European presence, and it is clear that a strong correlation exists between the areas in which German-speaking settlers have been most numerous, and the states in which the language is in a strong position vis-a-vis primary and post-primary education. Especially in South Australia and Queensland the significant presence of German speakers from the earliest days of white settlement has the legacy of a certain consciousness of the role that German speakers have played in the history of these states. Whilst the language has not been maintained (well) in these communities, the presence of large numbers of German surnames amongst a sizeable proportion of the establishment in these states reflects the German heritage and undoubtedly results in support for the language at a number of levels. In Queensland the rapid expansion of programs in Japanese has been temporarily halted due in part to the lack of suitable teachers. Faced with this situation, many schools opt for German, given its historical links with Queensland and Germany's increasing economic power in Europe. Both Victoria and South Australia have strong and active German teacher associations which do much to promote and support the teaching of the language (Section 2.3.7).

In Victoria the rural location of the largest of the old German settlements meant that these exerted less influence. Melbourne has a similar migration history to Sydney, however, it is clear that in Victoria the emergence of key personalities who have voiced strong support and made a German presence felt at crucial times during the formulation of language policies has contributed to the relative stability of German in that state as compared with New South Wales. During the 1970s, for example, representatives of German interests joined the influential Migrant Education Action group to argue the case for German as a community language (see Clyne 1981: 94-96). Members of the Melbourne Templer community together with a number of key individuals with interests in German established the Association of German-Speaking Communities Education Committee which initiated the first immersion type program at Bayswater South Primary School (see Section 2.3.6). It is clear that not merely the numerical size of the German-speaking community, but also particular individuals associated with that community combine to exert an influence on policy issues and decisions. A number of contacts in each of Victoria, South Australia and Queensland suggested that the unification of Germany and that country's increasing economic strength were factors influencing the growth of the language in education in these states. While the awareness of these developments will undoubtedly be reflected in increasing interest in the language in other states and the ACT in the near future, it is in those with the most vocal and influential support communities that this awareness appears to be a factor already positively affecting numbers.

New South Wales also experienced significant German migration during the 19th century and in the post-war period, and has the largest German-speaking community in Australia (Clyne 1991a: 42). However, despite the significant numbers of German speakers in that state, the language has not succeeded in maintaining as high a profile as it has in Victoria, South Australia and Queensland. The reasons for this are varied and complex and warrant greater investigation than is possible here. Two clear factors, however, would appear to emerge. Firstly, whilst a number of individuals work solidly to support the teaching of the language, the lack of a cohesive teacher association together with the smaller lobby groups which have evolved in that state mean that it is more difficult for German to retain a high profile when faced with competition from Asian languages. Secondly, the implementation of a range of policies in the past which had detrimental effects on language study as a whole during early sixties and up until the late 1970s (Croft and Macpherson 1991) have meant that LOTE generally in New South Wales has had a somewhat less robust profile. In that state, and in Western Australian and ACT government schools German has experienced a decrease in numbers. It is interesting to note, however, that in the independent sector the picture appears somewhat different. German has experienced at least a 44% increase in New South Wales independent secondary schools during the last three years, and a 13% increase in the corresponding sector in Western Australia. This may be attributable in part to the customary tendency of schools in the independent sector to offer a wider range of subject choices than government schools. Whilst the decline of German in government secondary schools in both of these states and in the ACT is likely the result of the language being replaced by another (for example, Japanese), schools in the independent sector are more likely to respond to the increasing push for Asian languages by adding these to their curriculum whilst retaining the existing language offerings.

It has not been possible to provide a gender breakdown for each sector from which data was supplied, as several do not keep records of this information. However, where this data was available the ratio of females to males studying German at post-compulsory levels is approximately 3:1 or 4:1. The issue of gender and language study is also taken up in Section 2.5.5.

2.2 German at Universities, in TAFE Colleges and in 'Other' Courses: Quantitative Data

2.2.1 Universities

German is offered as a degree course at 15 universities around Australia. These are located in every state and in the ACT, with the only exception being the Northern Territory. Many of these institutions also offer German courses as after hours programs available as part of a 'Language Centre', which may or may not be conducted through that university's German department or section. Details on degree course offerings can be found in 2.3.1.

The following institutions offer degree courses in German:

South Australia	University of Adelaide Flinders University of South Australia
Victoria	University of Melbourne Monash University

Queensland	University of Queensland Queensland University of Technology
New South Wales	University of Sydney University of Newcastle University of New England University of New South Wales University of Western Sydney Macquarie University
Western Australia	University of Western Australia
Tasmania	University of Tasmania
ACT	Australian National University

Edith Cowan University previously offered 'Interpreting and Translating' in German, which concluded in 1990. It currently offers German as elective courses for beginners (Introductory 1 and 2), and from 1994 will offer two further units for students with Year 12 (TEE) German or those who have completed the beginners course. It also offers German Studies as part of its 4 year Bachelor of Music course.

German is also available at the following institutions only as part of an after hours language program. Short courses are available to students upon payment of a fee:

University of South Australia
La Trobe University
Griffith University
James Cook University of North Queensland
University of Wollongong

James Cook University of North Queensland has had arrangements with the University of New England and the University of Queensland to offer German at its campus.

According to Goethe Institute estimates, there are currently approximately 2500 students undertaking German at these fifteen institutions. Once again, the gathering of more precise data to ascertain trends in student numbers on a national scale and for each individual institution was extremely problematic. A great deal of variation exists in the methods and frequency of data collection. Whilst some universities used EFTSU (Equivalent Full Time Student Unit) calculations, others provided student numbers only, which raised the problem of double counting of students. Thus comparisons between institutions and, in some cases even between different years within the one institution, are problematic. In the tables below we have presented the statistics made available by nine universities, including the major ones within each state. A glance at this data will give a picture of the immense variation in the methods of data collection and presentation employed within the various universities. Whilst the lack of a common structure prevents comparisons between universities, we are able to provide a brief description of overall trends within individual German Departments / Sections for the period for which data is available.

It is clear that for the majority of universities for which we have statistical information - six out of nine - the trend is for increasing student numbers. For Melbourne's two major universities - Monash University and the University of Melbourne - data for the past four to five year period reveals a steady upward growth. For the University of Western Australia, the University of New South Wales and the University of Tasmania the figures cover only the past two to three year period, but clearly show significant rises in student numbers. Figures from the University of Queensland dating back to 1986 show a fall in numbers between 1986 and 1987, with relative stability from that time until 1991, when numbers have increased to their highest level in the six year period. Data from the University of Adelaide reveal an increasing demand for beginners courses but fluctuating demand for other course offerings; this may be attributable to the practice of scheduling classes as day / evening at various times, which may influence demand. The figures from the University of New England, similarly, reveal fluctuations in enrolments with no discernible pattern emerging, although clearly demand for German courses has been steady during the four year period. The data from the University of Sydney show a decrease in student numbers between 1989 and 1991.

Year	Year 1			Year 2			Year 3			Postgraduate			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1990	11	18	29	11	33	44	0	5	5	-	-	-	22	56	78
1991	34	54	88	8	23	31	4	9	13	-	2	2	46	88	134

Table 26

Hobart Campus, University of Tasmania: Enrolments in German Courses, 1990-1991
Source: Academic Policy & Planning, University of Tasmania

Month / Year	German IA / IIC (Beginners)	German IIA / IIIC (Advanced Beginners)	German I (Post VCE)	German II	German III	Total
Dec 1988	50	22	50	39	19	180
Dec 1989	59	18	71	40	29	217
Dec 1990	92	34	71	49	29	275
Dec 1991	102	32	68	47	40	289
April 1992	114	41	70	39	40	304

Table 27

University of Melbourne: Enrolments in German Courses, 1988-1992
Source: 1991 & 1992: SAM 1988-90 Data & Statistics Office, Melbourne University

Year	Bachelor	Non-Degree	Masters Preliminary	Postgraduate Diploma	Higher Degree	Total
1989	125.3	0.9	0.3	-	11.6	138.1
1990	115.3	0.9	-	0.7	4.6	121.5
1991	111.3	-	-	0.2	4.6	116.1

Table 28

University of Sydney: Enrolments in German Courses, 1989-1991 (EFTSU load)
Source: Planning Support Services, University of Sydney

Year	103 / 4 Beginners	107 / 8 Post VCE	227 / 8 Beginners Stream	211 / 2 Post VCE	311 / 2 Beginners Stream	301 / 2 Post VCE	402	Total
1988	46	36	18	21	9	18	9	157
1989	56	37	16	24	8	14	2	157
1990 I*	68	58	22	23	5	20	3	199
1990 II*	55	55	18	23	5	20		176
1991 I	93	63	37	43	11	19	8	274
1991 II	73	57	35	41	9	16		272
1992 I	76	60	53	56	19	36	5	305
1992 II	72	61	55	54	18	34		294

Table 29

Monash University: Enrolments in German Courses,, 1988-1992

Source: Monash University Student Information System

** I and II refer to semesters*

Subject	1989	1990	1991	1992 (as at 16.4.92)
German 1A (Flinders)			29	32
German 1A (Adelaide)	25	40	38	54
German I (Flinders)		24	28	28
German I (Adelaide)	63*	51	71*	48
German IIA	10	7	12	8
German II	27	32*	30*	43*(incl. Flinders)
German IIB	15	10	15	13
German III	30	20	23*	27*
German IIIB	7	10	10	23
German Honours	4	7	4	2
Other	9		1	
Graduate Certificate in Language Education (German, Advanced)	-	14	6	not offered

Table 30

University of Adelaide: Enrolments in German courses 1989-92

Source: Statistics, University of Adelaide

** indicates day and evening classes*

Year	Bachelor Degree					Postrag. Misc	Master's Qualifying	Master's Research	Doctorate	Total
	L 1	L 2	L 3	L 4	Total					
1986	59	21	7	4	91	10	1	2	3	107
1987	59	20	7	2	88	6	2	1	3	100
1988	54	22	6	2	84	8	1	2	2	97
1989	53	26	6	2	87	6		2	1	96
1990	53	21	6	2	82	7		1	3	93
1991	82	25	6	4	117	6		1	6	130

Table 31

University of Queensland: Enrolments in German courses 1986-1991 (EFTSU load)

Source: Statistics book, University of Queensland

L refers to Level

German Course Code	1987			1988			1989			1990			1991		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
100 - 2	59	34	93	61	30	91	65	18	83	64	39	103	62	31	93
200 - 1	45	18	63	50	23	73	27	9	36	36	8	44	31	16	47
200 - 2	34	9	43	17	12	29	28	14	42	24	7	31	34	14	48
300 - 1	12	5	17	2	2	4	3	1	4	6	0	6	11	5	16
300 - 2	19	3	22	14	3	17	10	7	17	17	10	27	10	7	17
400 - 6	2	2	4	1	0	1	1	0	1	0	1	1	1	1	2

Table 32

University of New England: Enrolments in German courses 1987-1991

Source: Statistics Unit, University of New England

Tot = Total

Year	Total enrolments
1990	299
1991	460

Table 33

University of New South Wales: Enrolments in German courses 1990-1991

Source: Planning Services Office, University of New South Wales

Year	Female		Male		Total	
	Enrolment	EFTSU	Enrolment	EFTSU	Enrolment	EFTSU
1989	105	26.144	37	8.076	142	34.220
1990	121	27.596	31	7.536	152	35.132
1991	127	31.182	38	8.458	165	39.640

Table 34

University of Western Australia: Enrolments in German courses, 1989-1991 EFTSU and Student numbers

Source: Statistics, University of Western Australia

The demand for German courses at university level is strong and, it would appear, increasing steadily. It would appear that this expansion is independent of the overall increase in the number of students at higher education institutions during the past few years. The greatest increase in demand is for beginners courses. Several universities, including Monash University, the University of Melbourne, the University of Sydney, the University of Western Australia, the University of Adelaide and the

University of Tasmania have experienced an enormous rise in demand for beginners courses, which in many cases exceeds the rate of increase of the number of students in post-Year 12 'advanced' language courses. This, we believe, is indicative of growing awareness of the increasingly important role Germany is assuming in Europe and therefore of the relevance of German as a tertiary subject.

2.2.2 Technical and Further Education (TAFE)

According to the TAFE report prepared by the Centre for Language Teaching and Research at the University of Queensland (Baker and White 1991), 13% of LOTE students in TAFE are studying German (compared to 33.6% for Japanese and 13.6% for French). More recently, the Goethe Institute commissioned the Centre for Language Teaching and Research to undertake a survey of German language learning and compile data on non-university adult education courses available for the learning of German across Australia. This directory 'German Language Adult Education Courses Available in Australia' can be obtained from the Goethe Institute. According to the data collected, there are 36 TAFE colleges offering a variety of German courses in 1992, the details of which are contained in the directory. The colleges are listed by state, showing the number of German classes run in Term 4 1991 and Term 1 1992.

TAFE Colleges	Number of classes in Term 4, 1991	Number of classes Term 1, 1992
Queensland		
Cairns College of TAFE	3	2
Gateway Community TAFE College	0	1
Gold Coast Institute of TAFE	1	2
Ithaca College of TAFE	2	1
Logan College of TAFE	0	1
Mackay College of TAFE	0	1
Mt Gravatt College of TAFE - Adult Education Section	2	2
Redland Community College	2	1
Rockhampton College of TAFE - Bolsover St. Campus	2	2
South Brisbane College of TAFE	4	5
Toowoomba College of TAFE - Extension Programs	3	2
Townsville College of TAFE	0	1
New South Wales		
Hunter Institute of Technology (Newcastle TAFE)	3	2
Meadowbank College of TAFE	2	2
Open Training and Education Network	*184	*181
Sydney Institute of Technology	4	4
Victoria		
Box Hill College of TAFE	7	7
Dandenong College of TAFE - Wonthaggi Campus	N / A	*6
Frankston College of TAFE - Training and Development Unit	N / A	N / A

Holmesglen College of TAFE - Short Courses Department	8	8
Outer Eastern College of TAFE		1
Swinburne University, Prahran Campus	N / A	N / A
Wangaratta College of TAFE	1	1
Western Metropolitan College of TAFE - Footscray Campus	1	1
Australian Capital Territory		
ACT Institute of TAFE	2	2
Tasmania		
Domain House Adult Education College	N / A	1
Northern Regional Adult Education Centre	1	1
South Australia		
Adelaide College of TAFE - Internal Courses	2	4
Adelaide College of TAFE - External Courses	N / A	*70
Elizabeth College of TAFE	0	1
Kingston College of TAFE	N / A	N / A
Noarlunga College of TAFE	N / A	1
Norwood Centre - Adelaide College of TAFE	N / A	1
Western Australia		
Central Metropolitan College of TAFE - Perth Campus	7	5
Geraldton Regional College of TAFE	1	1
South Metropolitan College of TAFE - Fremantle Campus	N / A	1
TAFE External Studies College	1	1

Table 35
TAFE Colleges offering German and number of classes in Term 4 1991 and Term 1 1992
Source: German Language Adult Education Courses Available in Australia: Goethe Institute
N / A = numbers not available
** = student numbers*

The comments in this section are based on information from the directory mentioned above in addition to that gathered during the course of this project.

Investigation of the demand for German language courses in the TAFE sector has revealed a somewhat inconsistent pattern both across and within states over the past five years. Six TAFE colleges - one in each state - have discontinued their offering of German courses since 1990. However, individual colleges report steady or increasing demand for the language: Adelaide College of TAFE, Central Metropolitan College of TAFE in Perth, Cairns College of TAFE in Queensland and Holmesglen and Box Hill Colleges of TAFE in Melbourne, for example, all report strong demand. The colleges in Adelaide and Perth offer more than 'hobby' or short course programs and have attracted students who continue their language study for successive years. Adelaide TAFE also conducts courses and examinations for the Goethe Institute's internationally recognised certificate (ZDaF)[5] and offers in-country experience through its 'German Intensive Language and Austrian Culture Course' and thus promotes its high profile in the language; Holmesglen TAFE College in Melbourne reports increasing interest in

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[5] Zertifikat Deutsch als Fremdsprache - see 2.3.1 (iii).

German, as does Box Hill which regularly turns away students from its short courses in the language. Elsewhere there appear to be a number of colleges in each state which experience small but steady demand. In New South Wales the hitherto steady demand for German over the past five years declined sharply at the end of 1991, which may be attributed to the reclassification of German and several other language courses to Stream 1000 (hobby courses) as they were not considered to be immediately vocationally oriented. Clearly, the changes now being proposed in vocational education for the TAFE sector will have repercussions for the provision of German and other language courses at TAFE colleges.

2.2.3 Other Course Providers

There is a great variety and number of German language courses available under the 'informal learning' category. Institutions providing these include the Council of Adult Education (CAE) / Workers Educational Association (WEA), Institutes of Modern Languages and Continuing Education at universities, private language schools, the Goethe Institute, distance education, neighbourhood houses and local learning centres, centres for secondary school level / adult matriculation language study (e.g. Victorian School of Languages) and Community Classes / Evening Colleges. Although acknowledging that the list is incomplete, the directory available from the Goethe Institute details more than 100 providers of such courses around Australia,[6] excluding the Northern Territory. As pointed out in the introduction to the booklet, language provision for adults is extremely variable and subject to well-acknowledged but not always predictable seasonal fluctuations. Some institutions with whom we made contact in the course of this project pointed out that demand for their courses was smaller in Winter; others attributed their increasing enrolments to the economic recession; others noted that the forthcoming televising of the Olympic Games (1992) had led to a decrease in enrolments for the coinciding term's courses. Thus it can be seen that there is great variation from term to term, and all types of providers are dependent upon sufficient enrolments to run their classes. Nevertheless our investigations, including a small scale survey of private language schools as well as telephone contact with individuals from a number of states indicate that the demand for German language courses through this type of provider is strong and consistent.

2.2.4 Summary

On a nation-wide scale, it is apparent that the demand for German language courses in the tertiary sector has undergone a marked increase during the past four years or so, with indications that interest in the language has heightened in the two years since German re-unification took place. Whilst in the course of this project it has not been possible to carry out detailed and wide ranging attitudinal and motivational research with students currently enrolled in tertiary German courses, discussions with a number of key individuals from university German Departments in Victoria, Western

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[6] The directory also includes TAFE colleges, which have not been included in this calculation.

Australia, South Australia, Queensland and New South Wales suggest that increasingly, the emergence of a united Germany and its enhanced position as a dominant political and economic power in Europe are important factors in the growth of student numbers. This is substantiated by the statistical data presented. This appears to hold true also for trends we have observed in the TAFE area and in the demand for courses through a number of private language schools and providers such as the Goethe Institute and Goethe Societies. Whilst demand is not uniformly strong, particular institutions report steady growth, as noted above. The courses which appear to be steadily gaining in numbers are those which are offered throughout the year and which are not overly demanding in terms of assessment. Many institutions report increasing interest in German courses amongst adults generally, including business people and those with some 'connection' with the language, such as a spouse, friends or relatives of a German speaker or previous travel to a German-speaking country. This development is consistent with the trends emerging from the data presented for the majority of the major universities. Other speculations have also been made to account for the increase in student numbers in German: the availability of more vocationally-oriented courses (e.g. Business German), and the possibility of combined degree courses (e.g. Arts / Engineering) have opened up the study of German to a larger group of students.

2.3 Issues in the Teaching of German: Some Qualitative Data

2.3.1 Overview of Courses and General Issues

This section outlines the types of courses available in German and examines general issues in the teaching of the language at the primary, post-primary and tertiary levels. It will be noted that much of the discussion is not German specific, but has relevance for LOTE teaching as a whole. Indeed most issues of concern to German language teachers are not unique to the subject German but are shared by many in the language teaching profession. The status of language study within the curriculum, problems associated with transition from primary to post-primary language study, and dealing with mixed ability and vertically grouped classes are amongst the issues uppermost in the minds of primary and post-primary teachers of German with whom we consulted across Australia. At the tertiary level German departments are responding to the need for widening the appeal and focus of language courses by developing a number of program initiatives. Issues of the language proficiency of graduates from university courses and of language teachers are amongst those which will be examined here.

The data which informs much of the section on primary and post-primary issues was gathered through three main avenues: interviews / discussions with teachers in various states conducted face-to-face or via telephone; discussions with German language advisers and other contacts within Ministries of Education, and data from a total of 85 written responses to surveys which were administered at inservices / conferences for German primary and post-primary teachers from South Australia and Western Australia. Information on the tertiary sector was gathered via contacts in a number of individual institutions as well as through a conference of tertiary teachers of German organised by the Goethe Institute which took place in Canberra in July 1992.

Primary

There is an immense variety of language programs in primary schools around Australia. It is impossible here to provide more than a brief description of the types of programs currently available or being implemented across the country, as these vary in almost every possible aspect. With the devolution of decision making to schools and the almost complete absence of centralised guidelines, the range of approaches to language programming is vast, as is the diversity of backgrounds, experience and language proficiency of many of the teachers implementing them. In the following discussion we will examine this diversity in terms of the entry point for language study, the duration, type and quality of language programs and the issues of continuity and transition.

Especially in the states with a longer history of primary school German (Victoria, South Australia and New South Wales), the point of entry varies enormously: some schools introduce the language in the first year of primary school, others begin in Grade 2 and still others include language study only in the upper primary curriculum. In Queensland the recent growth in the primary sector results from planning decisions which ensure greater uniformity in point of entry and time allocation. Victoria has established a minimum of 3 hours per week as a guideline for LOTE programs[7]; in South Australia and Queensland the recommended time is 90 minutes; in Western Australia it is currently one hour; in New South Wales there is no general recommendation set down, although for government funded 'Community Language Programs' the requirement is two hours.

In practice, programs around the country vary from 30 minutes duration up to and including five hours per week. Thus one can describe a continuum of language program typologies. At one end are the small but increasing number of schools using an 'immersion-type' or 'content-based' approach[8], where subject material is taught through the medium of German and little or no English is used during these lessons. Students involved in German programs of this type are predominantly non-background learners. Between three and five hours per week is the usual time allocation. On the other end of the continuum are programs of 30 minutes duration per week, in which children receive an introduction to the German language and / or culture during lessons in which the language of instruction may be predominantly English. Between these two points, it would appear, exist programs of every possible variation and permutation.

From the point of view of both primary and post-primary teachers - this issue is important for those in both sectors - the greatest ramification of this lack of commonality and uniformity in program structures and approaches to primary language teaching is for the transition between primary and post-primary schools. Transition was frequently raised as an important issue during discussions with teachers and others involved in implementing language programs, especially in South Australia, Victoria and New South Wales. The major areas of concern included expected proficiency levels of students exiting primary LOTE programs, the lack of attention given to catering for students' previous experience with language study, and the lack of continuity in methodology between the two sectors. The following description briefly examines each of these points more closely:

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[7] For programs funded on a supernumerary basis this is mandatory.

[8] See note 1 for an explanation of these terms.

a *Proficiency levels*: primary and post-primary teachers were concerned that realistic standards or guidelines needed to be set down relating to the level of proficiency expected in spoken language / comprehension / knowledge of vocabulary from a child who has 'studied German' at the primary level. What, for example, should be expected from a child who has 'been learning German since Grade 1'? The primary program may have included two hours of German per week over five or six years and thus the child has had between 400 and 500 hours of exposure to the language. The nature of learning for young children means that this amount of exposure cannot and should not be equated with the rate of learning to be expected from adolescents or adults given the same quantity of exposure. From the point of view of many primary teachers, this aspect was not always appreciated by their colleagues in the secondary sector. Given the great variety of program structures and points of entry, teachers felt that agreed minimum standards for primary language programs were necessary. Many teachers felt that without such guidelines or standards, the credibility of primary language teaching as a whole would remain under question. In the interim period, many suggested, at least a comprehensive system of reporting should be put in place where the nature of the primary school program was outlined and expected competency levels indicated. This type of communication between primary and secondary schools has taken place in a small number of cases; however, the practice is not widespread.

The quality and not merely the quantity of exposure to the language that children receive, it was felt, needed to be addressed. The approach to language teaching in some schools with, for instance, three hours of German timetabled each week may not yield a great degree of knowledge of the language, if students are provided with very little contact with the target language and little opportunity to use it in any meaningful context. The teacher may conduct a great deal of the lesson in English, thereby limiting the children's contact with the language. Some programs comprise predominantly non-linguistic activities where children are required to undertake colouring pictures or 'cutting-and-pasting'; while these activities undoubtedly have their place, they typically demand little from the children in terms of language. It is obvious in such cases that 'more is not necessarily better'. On the other hand, well structured programs providing maximum exposure to the target language were likely to be more effective. Once again, the introduction of standards and some means of assessing proficiency levels would go some way towards addressing this problem.

b *Catering for students with previous experience in learning German*: continuity of provision in languages forms part of the planning by the various Ministries of Education in their respective LOTE policy implementation strategies. At a regional / district / cluster level, schools are encouraged to develop a coherent approach to LOTE provision from the first to the final year of schooling. Ensuring that a student is able to continue the study of the language commenced at primary into secondary school is obviously a vital element of planning. However, it is only one part of a more complex problem. The need for coordination between language provision in primary and post-primary schools will continue to gain in importance as the number of programs expands. Whilst there is reference to and acknowledgment of this need in several state LOTE policies (Queensland, New South Wales, South Australia and Victoria), the feedback we received from teachers, advisers and LOTE consultants indicates that this recognition has yet to be translated into tangible measures for addressing transition, and that there remains a great deal to be done. In Victoria, South Australia and New South Wales, the states with a longer history of primary programs in German, there are increasing numbers of students with primary school experience of the language reaching secondary level. For teachers of German in the first year of secondary school this situation may mean being confronted with a group of students comprising complete beginners as well as those with varying degrees of exposure to the language at primary school. As one South Australian secondary teacher of German in such a situation commented: "I don't wish to negate their [the students'] whole primary school experience with the language, but I am at a complete loss as to how to deal with such a variety of backgrounds and experiences within the one class. I simply don't have satisfactory strategies to cope with this problem." This teacher's school was located in an area with a number of feeder schools including four with German programs of quite varied duration, intensity and, it would appear, effectiveness; complete beginners added to the mixture of abilities in his Year 8 class (first year of secondary school).

The sentiments expressed are typical of those amongst teachers in similar situations. It was readily acknowledged during discussions with teachers from a number of states that the practice of simply ignoring or even belittling students' prior language experience was not uncommon. As one regional LOTE consultant observed, "... children [with prior knowledge of the language] are placed in a beginners class and must 'mark time' until the others catch up." Clearly, the failure to acknowledge the value of and to build upon previous learning experience in the language is an extremely negative and destructive experience for students.

The issue of dealing with mixed ability groups in all curriculum areas is increasingly being given attention. Some teachers of German described strategies they had developed to utilise and extend the more advanced language skills of particular students within their classes. The positive contribution made by language assistants was raised in this regard (in the small number of schools for which they were available), as they offered the possibility of group and extended language work. Other approaches included peer tutoring and individual assignment work. However, many more teachers expressed their need for further training in this area. Few teachers have had adequate training in dealing with mixed ability groups as part of their preservice courses; this is an area which must be targeted for professional development. The possibility of arranging the timetable to group students with previous learning experience in the language was raised as a more satisfactory means of dealing with the situation; however, the low status accorded language study, coupled with a perceived lack of flexibility in timetabling at secondary schools led many teachers to conclude that there was little genuine interest or incentive amongst school administrators to seriously confront the problems of mixed ability groups in LOTE at this stage.

Throughout the various states, school support centres, LOTE consultants and German pedagogical advisers have been addressing the kinds of issues outlined above, with varying degrees of success. Opening lines of communication between primary and secondary schools within clusters is the first step to beginning to develop strategies to deal with transition. In a recent paper, Cunningham (1991:2) sets out a number of basic principles to be considered in dealing with the issue. He notes that "... what is postulated ... requires a great deal of work and consideration in consultation with academics researching the area and the tripartite partnership of school education: students, teachers and parents." The list of principles include the following:

- The needs of students, who have learned (in) a language in the primary sector should be seriously considered at the post-primary levels.
- Concrete and effective liaison should take place between the post-primary school and its feeder school(s) to facilitate fluid transition.
- The primary and post-primary teachers should liaise closely so that the content level of the language learned by the student be built upon at the first level of post-primary schooling and beyond.
- Planning with the relevant post-primary school should begin at least twelve months before the students exit the feeder school.
- The primary curriculum content should be taken into account and extended in the post-primary levels.
- To effect more informed transition, primary to post-primary 'Transition Cards' should include details of the students' experience with the second language either at home or in school.
- As far as possible, students having had previous experience in a language should be grouped together at the first level of post-primary schooling for classes involved with the learning of the language.

Within each of the states for which the issue is most pressing, there are a number of networks of teachers which have experienced some success in addressing transition. Strategies in place include some of those listed above: systems of reporting between primary and secondary schools on students' previous experiences with German and their proficiency in the language; regular meetings involving a number of primary schools and the secondary school(s) into which they feed to discuss and develop strategies for transition; cross-age tutoring and combined activities involving post-primary and primary students within a cluster. Unfortunately the small number of networks achieving success is greatly outweighed by the number of clusters / regions in which little or nothing has been achieved towards ensuring meaningful recognition of previous German language experience.

In Victoria a number of publications exist which examine the problems of transition and suggested approaches to their resolution[9]. Amongst these is the 1988 Imberger report which included case studies of schools with transition programs in Victoria - including a cluster of schools with bilingual education in German - and strategies for developing cooperation in transition between schools. In Queensland a component of the planning process for the introduction of LOTE has focussed on the final two years of primary school and the first year of secondary school, part of the aim being to minimise transition problems. Some Ministries of Education have introduced or are planning to introduce statements of student proficiency or attainment levels for a number of curriculum areas which may go some way to bridging the transition gap.

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[9] See Cunningham (1986a,b, 1987, 1991); Imberger (1988); Favrin and Zennaro (1991a,b); Martin (1991a,b).

c *Lack of continuity in methodology*: the different approaches to teaching language adopted at the primary and secondary levels was also raised in the context of transition. Broadly speaking - and taking account of the wide range of individual approaches - the perception is that the chief focus of German programs at the primary level is on oral and aural skills, with reading skills in the language emphasised increasingly in some programs as children reach the upper primary level. The written word tends to receive minor emphasis, i.e. in many programs there is no scope for attention to precise grammatical structures in written work. Many teachers perceived that the methodology students encounter upon entering secondary school language classes was significantly different so as to be disconcerting to students. Greater attention to written language and greater overt focus on grammar constituted a marked departure from primary school methodology, to which many students found difficulty adjusting. Many teachers felt that greater cross-fertilisation in methodology would benefit both primary and secondary teachers[10].

d *Summary*: The immense variation in the types of German programs now being implemented within each state has been described briefly in this section. We have outlined the ramifications of this particularly in relation to the problems encountered with transition, as students from a number of differing primary programs proceed to the post-primary level, and have pointed to the need for communication and co-ordination between schools to address the area. It is clear that the number of primary German programs and language programs generally will continue to rise steadily over the coming decade. It is crucial that plans are put into place to deal with this eventuality, and to address the issue for those schools for which the need is current. Schools must be encouraged and facilitated to adopt a broader perspective in their planning of language programs; liaison and discussion with other primary / post-primary schools within clusters and districts must become an integral aspect of the planning process. Departments / Ministries of Education must prioritise the issue of transition, and immediately take steps to ensure that such measures are implemented. As we pointed out above, there has been some acknowledgment of the importance of this issue in several state policies and in some states there has been a small amount of progress; however, widespread and effective measures to give prominence to the issue are required.

The lack of uniformity in German programs has also been raised in the context of proficiency guidelines or standards at the primary level. The issue is not a straightforward one, considering the existence of language object programs alongside content based or immersion type programs, and the almost complete lack of uniformity between and within these in terms of the amount of language covered, the subject areas covered and the proficiency standards obtained by students.

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[10] Upper primary / lower secondary transition for a range of curriculum areas is currently being examined in a number of State Ministries of Education.

We therefore recommend that the issue of transition from primary to post-primary language learning be treated urgently for German.

Recommendation 2

We recommend that the NLLIA bring this report on transition in German to the attention of the appropriate committees and organisations involved in German language teaching (e.g. Ministries of Education, Catholic Education Offices, Independent Schools Board, German Language Teacher Associations, Goethe Institute) in order to discuss the matter and instigate appropriate action with regard to the following issues of transition:

1. **establishing proficiency levels for primary German language programs;**
2. **catering for mixed ability classes at post primary level;**
3. **catering for students from 'immersion' or 'content-based' programs;**
4. **provision of teacher training relating to these issues.**

Post-primary

As in the primary sector, the range of program types at the post-primary level is great. Schools are generally free to decide the time allocation for programs, the levels at which these will be offered and their status as compulsory or elective subjects. A common program configuration is for language study to be compulsory in the first year(s) of post-primary schooling, after which period it is offered as an elective; however, the variations are numerous. Included in the wide range of program types is a newly introduced late (partial) immersion program at Kenmore State High School in Queensland, in which a group of 30 Year 8 students learn all core subjects through the medium of German. The program occupies approximately half of the students' school time. German programs are also included as part of a so-called 'smorgasbord' or 'taster' approach where students study a number of languages each for a term / half year in the first and sometimes second year of post-primary schooling, before selecting a language to continue in the following year. This type of program appears to be the source of immense dissatisfaction amongst teachers, who tend to feel that little can be achieved through such a system and who express an opinion concurring with that in the Report of the National Enquiry into the Employment and Supply of Teachers of Languages other than English that the school's decision to introduce such 'taster programs' is a decision to delay serious language learning. (Nicholas Report 1993:192).

Increasingly, the focus on widening the availability of language provision in schools is resulting in a number of central directives or guidelines for implementation which encourage schools to comply with Ministry policies. Examples are the Victorian decision to make languages compulsory through Years 7-10 by 1995, and the New South Wales plan to phase in 100 hours of mandatory language study in the first two years of post-primary schooling.

It remains to be seen what results these and other initiatives[11] and the general push to raise awareness of the benefits of language study, will have for the status of LOTE within the curriculum. In the primary sector the relative recency of the introduction of widespread language programs means that this area of the curriculum does not have the same degree of an 'image problem' which languages have tended to acquire at the post-primary level. Post-primary teachers of German frequently made reference to the low status accorded language study generally, evident both amongst the opinions and attitudes of many of their colleagues involved in other subject areas as well as those of parents, and across the spectrum of administrative decisions made within schools. These two aspects will be examined briefly in turn.

On the first point, a common element amongst the feedback we obtained from teachers was the need to continually justify the place of German within the curriculum to many parents as well as to their colleagues in other subject areas, a number of whom regarded it as lacking in importance and relevance. This occurred in a context of defending the place of LOTE generally, or justifying the study of German or European languages specifically in the face of arguments that Asian languages were more 'relevant' or important to Australian students. Whilst the 1987 National Policy on Languages, The 1991 Australian Language and Literacy Policy and a number of reports such as Stanley, Ingram and Chittick (1990) and the Leal review (1991) have highlighted the importance of languages to Australia and Australians, it would appear that many of the attitudes underlying the increasing priority given to languages at an official level have yet to 'trickle down' to any great extent to the wider community. Where this is occurring the emphasis has tended to be on the importance of languages for general economic and trade purposes, with Asian languages as the (narrow) focus. The social, cultural and cognitive benefits of language study are not widely recognised, but clearly should be given equal prominence. Several teachers suggested the need for a concerted advertising campaign in the mode of recent 'Buy Australian' or other large scale national campaigns to raise community awareness of the importance of the maintenance of community languages and the acquisition of a second language for otherwise monolingual Australians.

The low status of languages in the curriculum was highlighted in the Nicholas Report's examination of teacher attitudes and of factors influencing the job satisfaction of LOTE teachers. The Report draws attention to the need for non-LOTE teachers to develop an understanding of the place of language in the school curriculum, with its recommendation that all preservice teacher education programs be required to:

> ... include substantive compulsory segments on language, literacy, first and second language development ... cross-cultural communication, Australia's immigration patterns and language communities, the needs of students with language difficulties and curriculum for the development of bilingualism in school age populations. (Nicholas Report 1993: 115).

As the report observes, "This is not a luxury for language teachers. It is an essential component of establishing a stable basis for language teaching in our schools" (Nicholas Report 1993: 115). This project concurs with the recommendation, which when implemented would undoubtedly contribute a great deal to the development of a more enlightened, culturally sensitive and tolerant community.

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[11] For example, the decision by Monash University and the University of Melbourne to award bonus points for tertiary entrance to students who complete Year 12 LOTE study.

In administrative decisions taken in schools, teachers of German frequently expressed the low priority and low esteem accorded to languages. Commonly cited as examples of this were timetabling decisions which reduce the number of hours allocated to languages in order that other subjects be fitted into the timetable, and alterations made to room allocations which deprive language teachers of a much needed 'base' for their subject. In the middle and upper post-primary level, the placement of languages against an array of more 'attractive' subjects from which students are to choose electives was a frequently lamented practice affecting student numbers significantly. Many of the subjects with which languages were grouped were non-cumulative in nature and were often considered by students as 'softer options' which could be continued or discontinued almost at will. This situation is widespread and persists despite frequent protestations by language teachers about the cumulative nature of language study and the benefits of it for students.

In still other instances the often ill considered and arbitrary decision to replace a (European) language with a more 'appealing' or 'useful' (Asian) language was a reflection of the narrowness with which many involved in school decision making view languages. The combining or vertical grouping of classes, particularly but not only in Years 11 and 12, was frequently raised as a problem. Teachers of the language at the senior level felt that there was insufficient time and scope in combined classes to adequately cover all required work in the years when the greatest pressure was felt by both themselves and their students. For some teachers in country regions this may mean preparing for a class of 30 pupils from three or four different year levels.

Below is a sample of comments from primary and post-primary teachers on the issues discussed in this section. These have been drawn from written survey responses:

> "LOTE is this (State) government's lip-service to multiculturalism. Forty-five minutes per week of second language learning is very frustrating for both teacher and pupils alike because it gives so little that can be experienced as 'success'. Just having 'fun' is in the long run not satisfying to either group."
>
> "I feel the way to go in the future is immersion, but given the lack of importance language learning is given in the Australian curricula it is for the time being a pipe dream."
>
> "Transition between primary and secondary is an enormous problem. There's no continuity and students feel that what they learned at primary school was not important."
>
> "For me as a beginning teacher I would prefer more direction in the primary syllabus rather than being left totally to my own devices."

> "We teach two languages at Year 8 [first year of post-primary]. Students choose either German or French for only one semester. Therefore Year 9 numbers are small and the students have forgotten what little they learned."

> "What is needed is some artificial incentive to establish German amongst parents and students as more than a Mickey Mouse subject. By artificial incentive I mean something along the lines of special consideration in university matriculation requirements for people who have studied languages."

> "Languages are lowest on our school's list of priorities."

What of the positive aspects of teaching the language? When invited to nominate these, responses from teachers can be grouped around the following reasons:

a *Enjoyment / satisfaction*: many teachers replied simply that they enjoyed teaching the language. Many expressed their pleasure at the enthusiasm and enjoyment gained by students at their progress in the language. Still others expressed their satisfaction at sharing their own culture and language with their students.

> "I love teaching the language."
> "We have a lot of fun."
> "An opportunity to share my own heritage / tradition / culture with my students."

b *Value of the experience for students*: many teachers felt that they were making a valuable contribution to their students' linguistic and cultural awareness and encouraging a broader view of the world.

> "Language learning widens the students' horizons."
> "It gives them insights into another culture and into their own language. I think language study should be a compulsory part of everyone's education."

c *Attributes of the German language / culture*: a number of teachers saw the relative similarities between English and German as positive factors in their teaching. Some indicated that these similarities enhanced the appeal and comprehensibility of the language, with a number of teachers stating that the closeness of the languages made German 'easier to learn'. Others pointed to the historical and cultural significance of the German language and their pleasure at introducing students to this.

> "The similarities between German and English make it a much easier language to learn than those with completely different structures and different writing systems."
> "German is an important cultural and world language."
> "The importance of the language in the world, now and especially in the future."

d *Support network*: the availability of support for the teaching of German - both professionally and from the community - was cited as a positive aspect by a number of teachers. Nominated here was support provided by the Association of German Teachers of Victoria and its South Australian counterpart SAGTA, from the Goethe Institute, from the pedagogical advisers and through materials made available by Inter Nationes. Community support for German language programs in a number of schools, particularly those with some local presence of German speakers, was mentioned in a small number of cases.

Similar comments about the positive aspects of language teaching have been noted in the larger sample gathered in the course of the Nicholas Report (1993).

Tertiary

In this section, a very brief outline of the courses offered at tertiary institutions is followed by a discussion focussing on trends and issues affecting German in the tertiary sector. We have restricted discussion to matters relating to the provision of courses in language or linguistics, rather than those for other subject areas (e.g. culture, literature, 'Landeskunde', history).

Degree courses in German are available at fifteen institutions across Australia (see Section 2.2.1). It is beyond the scope of this project to provide detailed information on the enormous range of subjects offered at the various universities. However, this information is readily available from the Language and Technology Centre at the Centre for Language Teaching and Research at the University of Queensland. This Centre has compiled a database which currently runs to more than 90 pages of information on course offerings in German at tertiary institutions - including details of individual subjects by institution, the duration of each, pre- and co-requisites as well as contact points. In future this information will be extended to incorporate German courses available at TAFE, private language schools and a range of non-system offerings. A further useful reference is the Goethe Institute's publication Directory of German Studies in Australia (1991) which lists tertiary institutions offering degree courses, details of staff and their research interests and other relevant information. We have drawn upon these sources to supplement the data on issues and trends which was gathered for this section at a recent Goethe Institute conference for tertiary teachers of German, attended by representatives from German Departments around Australia. This was the first conference organised by the Goethe Institute on the initiative of some tertiary teachers of German. In the future this forum may be held on a regular basis - either annually or biennially.

Australian National University

Since 1984 the German Section has been part of the Department of Modern Languages
Offers BA, MA, PhD in German Language and Literature, Comparative Literature
Combined Degrees Arts: Commerce / Economics / Law / Science

Macquarie University
Part of the School of Modern Languages
Offers BA, Dip.Ed, MA, PhD, MA in Migration Studies, MA in Medieval Studies, MA in Interpreting / Translating, Undergraduate non-specialist courses open to other faculties (General Education Courses), Research German, German Culture, Literature in Translation

Monash University
Department of German Studies and Slavic Studies
Offers BA, MA, PhD in German Linguistics, Literature, General and Comparative Literature, Combined Degrees BA / BEng, BA / LLB, BA / BEc, BA / BSc
Examination centre for Goethe Institute examinations

University of Adelaide
Offers BA, MA, PhD in German Language and Literature
Examination centre for Goethe Institute examinations

University of Melbourne
Department of Germanic Studies and Russian
Offers BA, MA, Dip, PhD
Examination centre for Goethe Institute examinations

University of Newcastle
Part of Department of Modern Languages
Offers BA, MA, PhD in German Language and Literature

University of New England
Part of the School of Modern Languages
Offers BA, MA, MLit, PhD in German Language and Literature
Majority of students are studying through distance education

University of New South Wales
Offers BA, MA, PhD in German Language and Literature, German Literary and Social History of the 19th and 20th Centuries, BCom. Marketing and German Studies, BEc Economics and German Studies

University of Queensland
Offers BA, MA, PhD in German Language and Literature, combined degree Arts / Law
Examination centre for Goethe institute examinations

University of Sydney
Offers BA, MA, Dip, M.Phil, PhD in Germanic Studies

University of Tasmania
Offers BA, MA, PhD in German Studies, Graduate and Associate Diploma of Modern Languages (German), Interpreting / Translating (awaiting NAATI Level 3 accreditation)

University of Western Australia

Offers BA, MA, PhD in German Studies
Examination centre for Goethe Institute examinations

University of Western Sydney

Offers BA (Community Languages), DipEd, BA, Interpreting / Translating (NAATI Level 3)

Flinders University of South Australia

From 1993 a major sequence in German will be available for both beginners and those with Year 12 studies in the language

Queensland University of Technology

German offered as part of the School of Humanities
Bachelor of Business, BEd, Bachelor of Teaching; from 1993 will offer BA major in European Studies (German)

In the 1980s European language departments began to respond to the increasing emphasis being given to Asian languages. The push towards these languages went hand in hand with a greater focus on the instrumental value of languages generally. Some German and other European language departments reacted by introducing special options and language courses which were more overtly vocationally or 'market-oriented.' This trend is continuing and increasing: a significant number of university German Departments / Sections are taking action to expand the range of course offerings which are seen as more practical in their orientation. (This is in addition to the already well established German reading courses for science students). These include outreach to other faculties through offering Business German courses, German for special purposes, combined degrees (see overview of courses above), Interpreting and Translating, teacher inservice / upgrading courses, examinations for internationally recognised certificates, and 'Studies' sequences in which German or another language is a compulsory component of a course.

Business German: There has been a genuine growth in the number of university German Departments / Sections offering these courses. Most of the larger departments now offer special courses of this kind: i.e. Melbourne University, Monash University, University of New South Wales, University of Queensland, University of Tasmania. Such courses are also proposed for Queensland University of Technology and the Australian National University. In many cases these courses are geared towards non-German majors in other Departments or Faculties (e.g. Engineering, Science, Economics). Demand for Business German courses is small but expanding. At Monash, for example, the number of students enrolled in the Business German course has increased from 10 in 1990 to 20 in 1992.

The University of Queensland has introduced into its 4-Semester Business German course an optional three-month stay in Germany, comprising one month spent at the Carl Duisberg Centre (CDC) and a two-month placement in a German company. The department offers some financial support for students undertaking this element of the course. Successful completion of the course leads to an internationally recognised certificate (Prüfung Wirtschaftsdeutsch International).

German for Special Purposes: Some Departments offer 'service' courses in German, for example Reading courses for science or music students and others (e.g. Monash University, University of Western Australia, Macquarie University, University of New England).

Teacher Education / Inservice: Some universities (e.g. Macquarie University, University of Western Sydney) offer combined BA and Dip.Ed. study, which offers greater exposure to the classroom and to the language during the Dip.Ed. training. A number of universities are increasing their involvement in offering teacher education / inservice components. The German Department at the University of Adelaide runs a Graduate Certificate in Language Education, available to primary and secondary teachers of the language. Teachers wishing to undertake the course, comprising seven hours per week for one semester, can apply for time release scholarships (0.4) provided by the Department of Education.

The German Department at the University of Queensland has worked with the Queensland Department of Education to provide a number of inservice courses, including intensive live-in courses in German language and LOTE methodology P-10. During Semester, two courses in LOTE methodology (as part of a BA or B.Ed.) are conducted entirely in German and are open to teachers. Those not enrolled in an upgrading program receive promotional recognition within the Department of Education. There are plans underway at Monash University to provide an Advanced Language Program for teachers and an intensive language course in conjunction with the Ministry of Education.

Internationally recognised certificates / diplomas: A number of universities have seen the benefit of offering students the opportunity to prepare for internationally recognised examinations. These are awarded by the Goethe Institute in conjunction with the German National Association of Adult Education Institutions, or on behalf of the Ludwig-Maximilian-Universität in Munich or the Deutsche Industrie-und Handelstag (DIHT) and Carl Duisberg Centren (CDC) [for Prüfung Wirtschaftsdeutsch International-PWD]. The examinations incur a fee and can only be conducted at official exam centres, these being the Goethe Institutes in Sydney and Melbourne and a number of universities, TAFE colleges and private language schools. The Certificates and diplomas are listed below:

Zertifikat Deutsch als Fremdsprache (ZDaF)
Zentrale Mittelstufenprüfung (ZMP)
Kleines Deutsches Sprachdiplom (KDS)
Grosses Deutsches Sprachdiplom (GDS)
Prüfung Wirtschaftsdeutsch International (PWD)

'Studies' sequences: A number of European language departments introduced studies sequences during the 1980s in an attempt to lift student numbers. In the first year of study, these courses focussed more on historical or cultural aspects than on the acquisition of language skills. Later these sequences became important avenues for attracting students to the study of European languages. Many now have compulsory language study as a requirement,

especially for students majoring in the sequence. For example, students undertaking Contemporary European Studies at Macquarie University must take a language as part of their course. German is a popular choice amongst many such students.

In addition to increasing the range of course offerings and thereby aiming to attract a greater number and range of students, the majority of German Departments are considering and implementing measures to increase the amount of exposure students receive to the language during their undergraduate study. There appears to be a high degree of awareness of, and concern about, the level of language proficiency students are able to attain from conventional undergraduate language study courses. This issue was recently highlighted in the Leal Report (1991) and received attention also in the Nicholas Report (1993); many students (and some staff) have long bemoaned the often limited opportunities for exposure to the language which university departments traditionally provided. It appears that steps are being taken to maximise the exposure to the language during class contact hours, and there is some vigorous discussion about the number of hours available per se to devote to language teaching. Initiatives also receiving increasing consideration are those to expand students' opportunities for exposure to the language through in-country experience. We shall look at each of these points in turn.

On the first point, according to representatives from all German Departments, the proportion of German being used during language classes is increasing. This is especially the case in classes for post-Year 12 students (advanced); some staff admitted that they found this more difficult to achieve in beginners' courses, particularly in the initial stages. In the majority of cases, classes in literature and culture subjects are increasingly being conducted in German, although this tends to vary according to the individual staff member. The language required in students' written work in these subjects is still predominantly English.

Whilst increasing the use of German within language classes is in itself a positive development, many staff share the belief that the number of contact hours for language is decidedly inadequate. This point was expressed quite strongly by a number of members of German Departments at a recent forum, who felt that the nature of language study set it apart from the types of skills students are required to develop within other courses of study; however, the lack of awareness or appreciation of this fact meant that arguments for increased time (and budget) allocations and more flexible structures for language courses went unheeded. Informal discussions with some staff reveal their low estimations of the language proficiency of students exiting their language departments. These types of problems were also raised in the Leal Report. We shall return to a discussion of language proficiency in Section 2.3.2.

A further means of increasing students' exposure to the target language and culture is through in-country experience. The vast majority of German Departments expressed great enthusiasm for providing students with direct experience of the language and culture of the German-speaking countries. Queensland University of Technology is currently awaiting accreditation for a BA course in German which includes compulsory in-country experience or equivalent. Means for reducing the cost of travel for students are being examined. A number of universities have established exchange programs with German and / or Austrian universities (e.g. Monash University, University of New South Wales, University of Sydney, University of New England). Many are involved in Study Abroad Programs, which are considered an important part of German language study at university level. These programs are largely financed by scholarships provided by the German-speaking countries, notably by the Federal Republic of Germany, through the German Academic Exchange Program (DAAD), the Goethe Institute and von Humboldt scholarships. In some cases departments provide financial assistance to students. Both the Goethe Institute and DAAD award scholarships for short term visits to Germany to attend language courses.[12] In the long term, however, these arrangements may be jeopardized due to the lack of reciprocal support for German students to undertake courses in Australia. There currently exists very little Australian government support for students of European languages who wish to gain incountry experience. This situation needs to be reviewed, especially in the light of the support for Asian language scholarships.

The value and importance for language students of experience in countries in which the target language is spoken was raised in several areas of the Leal Report, which prefaced a number of recommendations with the following observations:

> It is of fundamental importance that every encouragement be given to both students and staff to spend as much time as possible in the country(ies) where the target language is spoken ... As soon as practicable the training of language professionals, particularly in the areas of teaching and translating / interpreting, should include a period of residence in the target language country(ies) as a requirement for graduation. For this policy to be implemented in an efficient and equitable way, a more extensive system of scholarships, temporary employment, work experience and subsidised travel would need to be put in place on a basis similar to that which exists in many overseas countries ... (Leal 1991:180)

Recommendation 35 of the same report states that:

> Universities and colleges, following consultation with teacher employing authorities, professional interpreting / translating organisations and DEET, move towards including a period of residence in the target language country(ies) as a requirement for a language major. Such a period should become mandatory by 1998. (Leal 1991)

It would appear a vital step for the credibility of language qualifications from Australian universities, as well as for the professional development of all intending language graduates that such measures be introduced within the recommended period. We strongly support Recommendation 35 in relation to German.

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[12] See Appendix 2 for details of scholarships

Students (and teachers) of German seeking greater exposure to the language are able to participate in summer school courses offered by the Goethe Institute each year. Both the University of Melbourne and Monash University have also introduced summer schools for German amongst other languages. These intensive six week courses can be taken for credit towards a degree, and allow students to accelerate their degree programme whilst increasing their contact with the language. These courses are proving very popular, with 79 students enrolled in German at Monash for the 1991 program. Other university German Departments have expressed interest in this initiative. However, from the point of view of the two universities running them, the viability of such courses is in doubt due to the financial strain these place on the German departments which conduct them. Some universities also run activity weeks during semester which aim to offer students something of an 'immersion' experience in the language. Regular classes are replaced with a range of activities, lectures and workshops conducted using only German (e.g. Deutsche Woche at Monash University).

There appears to be little contact between universities and local German-speaking communities where these exist. Links with a local German-speaking community can provide a valuable source of contact for students studying the language. However, apart from some initiatives at Monash University, this appears to have been overlooked at many institutions. This may in part be due to the lack of awareness of the existence of such a community, or the notion that the language is seen as 'corrupted'. At Monash students receive a circular which lists places where German can be heard and spoken in Melbourne. They have the opportunity to assist in public access radio programs in German, in the preparation and teaching in a children's German program and to become involved in activities with 'elderly' German people.

All university German Departments offering degree courses structure the course to provide for two major 'competence' groups: 'beginners' and 'advanced' or post-Year 12 students. In reality, however, there is no neat division of the students enrolling in German courses into these two groups. Students bring with them widely diverging backgrounds and experiences with the language. Beginners streams may in fact comprise a very heterogeneous group: students with no prior knowledge of the language, those who have had some school experience with German ranging from one year to five years, and those who have spent some time in the country and acquired varying degrees of proficiency in the language. The 'advanced' group includes students who have completed Year 12 study of the language, those who have a home background in German, and those who may have spent sufficient time in a German-speaking country to develop a high degree of spoken fluency but who may have little understanding of the structure of the language. The University of New South Wales has introduced a third stream for 'Native Speakers' in order to alleviate the problem somewhat. Many staff involved with language teaching report the unintentional intimidation of non-native speakers through the presence of more fluent, accent free 'native speakers'.

A number of departments have introduced diagnostic tests in an effort to more clearly identify the proficiency levels of students as they enrol in German courses (e.g. Australian National University, Monash University, University of Sydney, University of Adelaide, University of Western

Sydney). The range of tests in use for this purpose is also diverse: some departments administer a questionnaire to students and follow this up with an interview; others use tests developed within their department specifically for this purpose, and yet others have adapted existing Goethe Institute tests. Despite the variety of approaches to streaming students into the most appropriate ability grouping, a common element amongst the discussion was the problem of dealing with the range of proficiency levels within classes. It is clear that many staff felt ill equipped in terms of teaching strategies to deal with mixed ability groups. Given that a great many staff teaching languages do not have a background in language pedagogy, the difficulties many are experiencing may not be so surprising. This point will be further discussed in Section 2.3.2 which looks at the issue of language teacher qualifications across the primary, post-primary and tertiary sectors. The problem is further complicated when, in the second year of study, the beginners and advanced streams are merged, as is the practice in some universities (e.g. University of Adelaide, University of Queensland). At other universities (e.g. Monash University, University of Sydney) the two groups remain separate for the duration of the three year course.

2.3.2 Teacher Qualifications and Teacher Education

This section examines a number of important issues relating to the preparation and training of German language teachers in Australia. The fundamental concerns to be addressed here relate to the quality of teaching delivered by those who are currently involved in German language programs, and with the preparation and development of future language teachers[13]. It must be noted at the outset that there is an enormous number of highly skilled, highly experienced and capable teachers now implementing German language programs around the country. This doubtless includes a number of teachers who may have very good language skills but lack formal training in primary LOTE methodology, who have through their experience developed effective language teaching strategies. However, in all states there is also a significant proportion of teachers whose proficiency in the language is inadequate to cope with the demands of delivering quality language programs. The same teachers may or may not also lack the knowledge of cultural material and the pedagogical skills required. The reasons for this are manifold. We shall concern ourselves in this report with political and institutional factors such as the nature of the preparation these teachers may have undergone, the accreditation procedures currently in place or proposed for introduction in the various states, and the language policy decisions which have set the tone for many of these developments.

Primary

There has been an enormous expansion in the amount of language teaching currently being undertaken in the majority of states. For German and a number of other languages it is the primary sector which has experienced the greatest rise in the number and type of language programs in recent times.

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[13] As previously noted, the comments here are chiefly concerned with issues as they relate to teachers of German; however, the bulk of the discussion has wider applicability for LOTE teachers and teacher training generally.

However, in the rush to put in place primary LOTE programs, provision for the training and accreditation of primary LOTE teachers has been almost completely neglected. A number of states are only now beginning to address the provision of appropriate training and accreditation procedures for primary LOTE teachers, and some have yet to seriously tackle the issue. This has led to the situation in several states where large numbers of those currently delivering German programs at the primary level have either little or no training in language teaching methodology, and / or no formal training in the language itself.

Victoria is currently the only state which has had an agreed and publicly gazetted set of requirements for primary LOTE teaching for some time. Successful Year 12 study in the language is required, followed by a 3-year tertiary sequence in the LOTE. The Community Languages Accreditation Committee (CLAC) process is in place to examine the language skills of prospective teachers who do not have these formal qualifications. This system has generally assured that programs are being implemented by suitably prepared and qualified staff, although as with any such system it is by no means fail safe. Across the remainder of the country, however, primary teachers tend to be a very mixed group. This includes native speakers and those with some home background in the language who have generalist primary training but no training in methodology; teachers who may have studied German to Year 12 level or less (sometimes long ago)[14]; and those who may have no formal experience with the language but have expressed an interest in and / or some 'connection' with the language such as a spouse from a German-speaking background, or previous travel to a German-speaking country. In a number of states many of the teachers implementing primary language programs are secondary teachers who travel between a number of schools each week to run classes.

In South Australia, despite its long history of languages in the primary sector, there are at this time no separate programs to prepare language teachers and no cohesive official procedures by which to accredit the proficiency of language teachers. This is also the case in New South Wales, in Tasmania and in the ACT at the present time. In Western Australia and Queensland practical steps have been taken towards tightening and more clearly defining the requirements for primary LOTE teachers. Interviews to assess the language ability of primary teachers are in place in Western Australia. In 1991 the Ministry of Education accredited a four year part time TAFE course for primary language teaching. Queensland also uses interviews to assess language proficiency for both primary and post-primary teachers, and has developed a self assessment version of the Australian Second Language Proficiency Rating (ASLPR) scale with level three as the minimum proficiency. It is proposed that by 1996 this level of proficiency should be the minimum for all teachers.

While Victoria has addressed the qualification requirements for language teachers at the primary level, and at least two other states are implementing firm measures aimed at this, the fact remains that for German

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[14] As stated by a teacher responding to a survey conducted by the South Australian German Teachers' Association: "I studied German to Leaving standard in 1949 and have no other qualification."; a number of other teachers in response to our surveys described their formal school experience studying the language they were now teaching as having occurred up to twenty years previously.

(and undoubtedly for other LOTE) there is still the need for a cohesive system of preservice training which will ensure a regular supply of suitably qualified primary German teachers. In Victoria the critical shortage of German teachers to fill the increasing demand for programs at the primary level is a consequence of the lack of appropriate training courses to provide a direct pathway to such a qualification. In fact, we are not aware of any course in any state or territory which integrates post-Year 12 German language skills with language pedagogy and generalist primary training. This is an area of pressing need. While there are indications from a number of states (New South Wales, Victoria, South Australia and Queensland) that discussions have taken place between Departments of Education and providers of teacher training on the desirability and feasibility of such courses for LOTE, in many cases little further has been done.

On the basis of the discussion presented here, it is apparent that the area of primary LOTE preservice provision should be given the highest priority. The enormous heterogeneity in the language proficiency and knowledge of LOTE methodology amongst primary teachers of LOTE combined with the inadequacy of appropriate preservice training are factors which do not augur well for the quality of both present and future language teaching at this level. If language programs are to be more than token elements in the primary curriculum, if they are to seriously take on the challenge of beginning to develop in students the intellectual, cognitive and social skills which have been well enunciated in various national and state policy documents as recognition of the benefits of language study, priority must be given to this area. It is vital that a central focus of planning to meet the future demand for teachers of German (and LOTE generally) is the quality of the preparation of teachers, and not simply meeting the demand in numerical terms. It is essential that prospective teachers have ready access to appropriate training courses in which high level German language skills are built upon, enriched and extended as an integral component of acquiring knowledge of pedagogy, cultural material and other necessary teaching skills. These elements are crucial to ensuring the viability and efficacy of language programs at the primary level.

Training and development for existing teachers of LOTE at the primary level is currently expanding. This is an important area of teacher support. In each state, German advisers in conjunction with Departments of Education, and increasingly with the involvement of higher education institutions, are offering professional support for primary German teachers. The Goethe Institute is also involved with inservicing, as are the respective associations of German teachers in Victoria and South Australia. Generally both linguistic and methodological skills are given focus in the provision of inservicing.

Post-primary

For post-primary teachers the general minimum qualification requirement is a two year sequence in the LOTE followed by a teacher training qualification. In most states there is provision for those who do not have these qualifications to be assessed on an individual basis. However, exigency may override the thorough or rigorous application of this process.

Once again, for the post-primary as for the primary sector the issue of proficiency arose repeatedly as a critical area of concern. The German language advisers and others within the Departments of Education who have regular contact with German teachers at both the primary and post-primary level identified this issue as a critical one. Similar concerns have been raised for LOTE graduates generally as well as for teachers in recent reports such as Leal (1991) and the Nicholas Report (1993).

Amongst the research undertaken for the Nicholas Report was a survey which sought information from 2400 teachers of LOTE[15] across Australia on areas such as training and qualifications, their attitudes and motivations, and self-assessed proficiency ratings in the four macro skills of oral recognition and comprehension, speaking, reading and writing for a number of tasks. Of this sample, a total of 619 responses were from teachers of German. Whilst we are unable to accurately estimate the proportion this represents of the total number of German teachers in the country, the total survey group constituted a representative sample and we can assume that this is also the case for the German sample. Precise figures for the number of primary and post-primary teachers in the sample for individual languages are not available; however, 71% of the overall sample were post-primary LOTE teachers and the remaining 29% worked in primary schools.

The task of the teachers completing this part of the survey was to indicate their perceived ease / difficulty in performing a range of tasks relating to language teaching - from simple to more complex ones - for each of the four skills. The responses from teachers of German are provided below, adapted from the Nicholas Report[16]. The percentages given represent the proportion of teachers of German who considered that they had satisfactory command of the language in the given situations for the four skill areas:

Oral Recognition and Comprehension

Are you able to satisfactorily comprehend the standard variety:

Situation		Percentage
a	in face-to-face interaction with a native speaking adult	59.6
b	in face to face interaction with a native speaking child	57.2
c	on teaching tapes or records	64.5
d	on the radio	49.6
e	in films or on television	52.3
f	songs	45.6
g	on the telephone	51.5

Are you able to satisfactorily comprehend different national varieties:

a	in all situations	24.2
b	only in some situations	38.0

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[15] While the number of individual teachers surveyed was 2433, for the section which dealt with proficiency ratings teachers were asked to identify up to three languages they used in teaching and rate each separately. Thus there were 3412 'teachers by language' responses considered in the analysis.

[16] The data has been adapted from Chapter 5. (Nicholas Report 1993)

Are you able to comprehend a regional dialect:

a	in all situations	14.5
b	only in some situations	38.0

Speaking

Are you able to easily sustain a consistent model of the standard variety when:

Situation		Percentage
a	modelling exercises / activities from a textbook	65.1
b	giving brief instructions to students	65.4
c	chatting with students	59.3
d	disciplining students	50.6
e	responding to students who speak to you in English	56.1
f	running a structured discussion	
i.	with a small group	53.8
ii.	with the whole class	49.9
g	explaining concepts requiring technical vocabulary	27.0
h	giving a lengthy explanation of steps in an activity	36.7
i	running an entire lesson in the language	39.7
j	talking to your students on the telephone	42.0

Reading

Are you able to easily sustain a consistent model of the standard language when:

Situation		Percentage
a	reading a children's story	66.1
b	reading some other work of fiction aloud	61.6
c	reading an extended factual text aloud	54.6

Are you able to read easily in order to select readings for your students

a	fictional texts	55.6
b	factual texts	50.4

Are you able to read easily in order to inform yourself about

a	current events	49.8
b	history and culture of the language	47.8
c	the language itself	45.4

Are you able to read easily for pleasure

a	works of literature	44.6

Writing

Are you able to easily sustain a consistent model of the standard variety when:

Situation		Percentage
a	preparing worksheets	63.2
b	correcting students' writing	62.4
c	providing written feedback to students	54.1
d	writing on the chalkboard during lessons	61.2
e	modelling different kinds of texts, e.g. personal narrative, letters, recipes, scientific reports	45.1
f	writing reports to parents	35.9
g	spelling words you don't use frequently	49.3
h	modelling letter or character formation	41.2

It will be noted that the situations outlined for which teachers were asked to assess their proficiency in the spoken language were all tasks which are fundamental to communicative approaches to language teaching - those increasingly being advocated as fundamental and effective. It is important to point out that across the fifteen languages or groups of languages for which data was gathered, there were some common trends. For example, teachers of all languages found it more difficult to discipline children in a language other than English than to chat with them or give them brief instructions; all teachers found the reading of fictional material easier than the reading of factual material whether for students or for themselves. However, a clear pattern emerged from the responses whereby teachers of a number of languages consistently rated as lower their proficiency in all of the four macro skills. Of the fifteen languages and language groups surveyed, teachers of German were amongst the four groups rating themselves the lowest. This was consistent across the four skills.

The patterns which emerge from the complete set of data presented in the report indicated that the languages for which there were fewer native speakers or those with a home background were those in which teachers rated their competence least satisfactorily. It is noted in the Nicholas Report that:

> ... the pattern of proportionally fewer native speakers within the group correlating with less frequent satisfactory self-ratings suggests that those teachers who have relied exclusively on language input through the Australian education system are most likely to have what they regard as an insufficient command of the language to undertake those styles of language teaching which are commonly being advocated. (Nicholas Report 1993: 99)

This finding has obvious important implications for those involved with language teaching and teacher education at Higher Education Institutions. It is also important to point out that these findings do not suggest that German teachers or teachers of any other language are not capable. It is well recognised that proficiency in the language alone does not guarantee a high quality of language teaching. However, it is clear that many teachers would consider themselves ill prepared for the increasing demands being made upon their language skills through the shift towards more communicatively oriented teaching. As the Nicholas Report (1993: 103) notes:

> ... these findings do not suggest that language teachers are incompetent. It is equally important to make very clear that these findings provide no grounds for criticising language teachers and their commitment to improving their own and their students' competencies in languages. In fact they show that teachers are very conscious of the gaps in their own proficiency and have been honest enough to specify what those gaps are.

Discussions about the language proficiency of LOTE graduates have begun to address the issue of students beginning their experience of language study in tertiary courses. Currently in most states a student may begin a language at tertiary level 'from scratch' and, after completing a two year sequence of study (followed by a Diploma in Education) is technically qualified to teach the LOTE up to the middle secondary school level. Even where these students complete three years of language study, it is questionable whether the level of skills they achieve would yield a high degree of proficiency. There have been varying estimates of the amount of time required to gain certain levels of proficiency in a second language. The Foreign Service Institute in the U.S.A. has compiled a graph indicating the levels of speaking proficiency which are attainable taking into consideration the length of the training period and the aptitude of a student for language learning. According to the scale, a linguistically able speaker of English learning German (or a number of other European languages) would require approximately 990 hours of study (comprising an equal number of hours of class time and 'self study') to reach Level Three proficiency. At this level the student would be capable of meeting most practical and social demands and understanding standard newspaper stories addressed to the general reader. For a less able student to reach this level the number of hours may be over 2500 (Embleton and Hagen 1992:66). Data collected from German Departments / Sections around Australia reveals that the number of hours per week devoted to language instruction in the first year of beginner courses ranges from four to six; in subsequent years 2 - 3 hours per week of language study is common. Therefore, using four hours as the average over a three year period, a student undertaking an undergraduate degree in German - a total of 90 weeks - may have 360 hours of language instruction time. If one adds the same number of hours in self study, the figure of 720 is still significantly lower than the estimated requirement for a capable language student.

Victoria and Queensland are beginning to address the issue of the language competency of prospective teachers who begin their study of a language at tertiary level. In Victoria the qualification requirements for secondary teachers will be upgraded from 1996 to be in line with those for primary teachers, i.e. requiring a three year tertiary sequence following on from successful Year 12 study. Included in new specifications to be introduced, those potential teachers who have begun their study of language at tertiary level will be required to have certified by their language teaching departments that their language proficiency is equivalent to graduates of a 3 year post-Year 12 sequence. This is also the recommendation of the Nicholas Report to a number of bodies including the National Project on the Quality of Teaching and Learning and to all education systems and registration authorities. In Queensland formal steps are being taken to increase the requirement to this level. It is also proposed in that state that a rating of 3 on the ASLPR (Australian Second Language Proficiency Ratings) scale should be a minimum requirement for language teachers by 1996.

There is an urgent need to review also the dearth of language specific input prospective teachers receive during 'end on' teacher training courses such as the Diploma in Education. We are not aware of any component in any Diploma in Education course in which prospective German teachers receive significant amounts of language specific input or are required to undertake specific tasks which aim to extend or enhance their language skills during their course of study. Frequently the year in which students are preparing for language teaching constitutes a period in which they actually have a break from extensive contact with the language; for many such students this means rapidly losing touch with their language skills, apart from the brief exposure to the language gained during teaching rounds. Once again, this problem together with the general lack of coordination between university language departments and teacher education departments is also raised in the Nicholas Report.

It is apparent that there is a great deal of overlap between the issues and areas of concern which arose during our research dealing specifically with German, and those which have been detailed and discussed in the larger scale projects such as the Nicholas Report and the Leal review. The feedback we obtained from teachers, German advisers and others with whom we consulted around the country supports and is supported by the general findings detailed in both of these reports on a range of issues: language proficiency of teachers of German specifically and LOTE generally, the need for a review of preservice training and proficiency standards, the inadequacy of hours available for the language component of undergraduate courses, and teacher attitudes and motivations. In both of these reports the general issue of language proficiency is the focus of a number of recommendations aimed at the development of strategies for addressing the issue on a national scale. It is not our intention, nor is there scope or space in this report to duplicate or to discuss at great length these recommendations; we have highlighted some of the major areas of overlap and wish to register our support and concurrence with the findings of these enquiries and to fully endorse the relevant recommendations.

Unlike for several other LOTE, the issue of the upgrading of qualifications for teachers from overseas is not a major one for German. Most teachers of the language have gained their qualifications in Australia. There has not been a major need or tendency to attract a large number of overseas teachers of German to fill vacancies. However, there have been suggestions that teacher exchange programs between Australia and German-speaking countries should be expanded especially in the area of primary school language study. In other words, the use of German primary teachers in Australian primary school programs (especially content-based ones) could ameliorate the current lack of primary teachers of German. Obviously such a strategy is not an adequate solution in the long term, however it could be introduced as an interim measure to deal with the shortage if such teachers are given an induction course on the Australian education system.

Tertiary

In the tertiary sphere, most language staff have gained Masters or Doctorate qualifications in German, but do not necessarily have any training in language teaching. Many, it would appear, base their language teaching methodology on the approach they themselves experienced during their study of the language. As the Leal Report points out, there is currently little incentive or provision for tertiary teachers to upgrade their teaching skills or methodology. Little research is currently being conducted into the teaching of modern languages at tertiary institutions, and under current circumstances applications for funding for such research would have little hope of success. The Report's findings tend to confirm the depiction of language teaching within university language departments as "... the Cinderella of staff duty" (quoted in Leal 1991:137), and likewise the traditionally greater emphasis on research being associated with literature. This appears to be particularly true in the longer established languages such as German (Leal 1991: 135) and was confirmed in discussions during the recent conference for tertiary teachers of German which took place in July 1992. However, it was also clear that this perception is beginning to change, as the demand for more effective language teaching strengthens and the issue as a whole gains increasing prominence. The measures now being implemented in many university German departments to widen the reach and appeal of their language courses attest to this development.

2.3.3 Teacher Supply and Demand

We have no reliable estimates of the current number of teachers of German at primary and post-primary levels, nor of the likely future demand for these. During the course of this project, our own research and requests for this type of information conducted centrally on behalf of the various language projects yielded little in the way of useful or workable data with which we could begin to seriously address this issue. As pointed out in relation to data on student numbers (see Section 2.1) it is clear that across Australia there is an enormous variation in the frequency and reliability of collection of this kind of information, if indeed data on numbers of teachers are collected at all.

Given the lack of a cohesive system through which reliable information can be accessed and the time frame and scope of this project, the decision was taken to refrain from the time consuming task of gathering detailed data on teacher numbers. The picture we were able to obtain of the current supply / demand situation for German language teachers across the various states and the ACT is based purely on anecdotal evidence obtained during discussions with teachers, language advisers and others with whom we consulted.

In Victoria, there appears to be a critical shortage of Primary German teachers, with a number of schools planning to establish programs in the language if and when a teacher is available; there are also indications that demand exceeds supply in the post-primary sector as well. This also appears to be the case for Queensland and to a lesser extent South Australia at present. There are some attempts to increase the supply of teachers through the provision of refresher and upgrading courses for teachers with German (or other LOTE) qualifications who are not currently involved in teaching the language. According to our contacts within the various Ministries, it would appear that in New South Wales, Tasmania, Western Australia and the ACT there is an oversupply of German teachers currently. Obviously, due to the difficulties in obtaining data, we are unable to provide statistics to support or refute these assertions.

The impressionistic nature of such information renders it of little value for this study; however, it also serves to highlight the urgent need for the establishment of a system through which a more accurate assessment of the important supply and demand situation can be made (see Recommendation 1). All indications are that the need for language teachers at both the primary and post-primary levels will expand rapidly during the coming decade. The Excellence and Equity document outlining New South Wales education policies, for example, estimates that "a minimum of two years of language teaching for all students will require around 420 additional language teachers"; it indicates that a further 180 language teachers will be required for non-government schools (p 46). Similar plans are in place in each state to vastly expand the school based (and tertiary) teaching of LOTE. In the light of this, and the current lack of coordination and communication between various sectors on matters concerning numbers of teachers and the requirements of schools, it is critical that these ad hoc arrangements be addressed.

The recently completed Languages at the Crossroads: The National Enquiry into the Employment and Supply of Teachers of Languages Other Than English (Nicholas Report) examines the complex supply and demand question at length[17]. Part of its focus is on the need for mechanisms which will enhance the gathering and subsequent flow of information between schools, education departments and higher education institutions on a number of areas including those relating to the supply of and demand for language teachers. Amongst measures to address this need is included a recommendation for the preparation of statements by education systems in which is indicated the anticipated total number of language positions and vacancies in language positions in both primary and post-primary schools over the next five year period. The report recommends that such statements be accompanied by a language program mapping exercise, which would assemble detailed data on primary and post-primary schools' language programs and their staffing, and schools' intentions for their language programs over the next three to five years. A language teacher register would complement this information. These and a number of other recommendations included in this section of the Nicholas Report aim to redress the paucity of relevant data and means for disseminating information between the appropriate authorities. These proposals / recommendations are fully endorsed by this project team in relation to German language teachers. Recommendation 1 of this Report reiterates this need for information.

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[17] The reader is referred to this document for a full discussion of these issues and the complete details of the recommendations outlined in this section of the report.

2.3.4 Materials and Resources

In comparison with a number of the languages more recently introduced into schools, German teachers have access to a wider range of materials and resources, both local and overseas in origin. This is especially true of those available for use in post-primary language programs. We cannot hope to provide detailed information on, or a qualitative analysis of, the abundance of materials and resources which exists for the teaching of German. Rather, we have concentrated our discussion on general issues of availability and suitability, and highlighted the need for further development of particular kinds of materials.

In a discussion of German language materials and resources, particular mention must be made of the library and media centres located within each of the Goethe Institute's branches in Melbourne, Sydney and Canberra. These information centres offer a large variety of material on Germany and on the German language, and are available for use Australia-wide by teachers as well as the general public. The former group currently accounts for about ninety per cent of borrowings. The Melbourne and Sydney branches house the more substantial libraries with 15,000 and 11,000 books respectively; also available for borrowing are magazines, newspapers, videos, slides and audio cassettes on a range of subjects. There is a specialised section for teachers of German which holds a collection of teaching materials suitable for all levels. This is an invaluable and widely utilised facility for teachers of the language.

We shall now focus on sector-specific issues relating to materials and resources.

Primary

Materials for use in primary schools were first developed in South Australia during the late 1960s and early 1970s. South Australia is currently in the process of developing a primary framework based on the Australian Language Levels Guidelines (ALL) for R-7 (primary). The ACT Department of Education has also undertaken to develop new curricula based on the ALL Guidelines. Queensland has developed kits for primary German language teaching. In Victoria a number of units of work based around various themes have been compiled by both Ministry and independent schools; the Ministry of Education has published a 'Bibliography for the Teaching of German at the Primary Level' which lists resources in categories such as 'cultural material', 'puzzle and activity books' and 'songs', for example, providing guidelines as to their suitability and complexity of language. The Ministry has made funding available for a project which will develop some materials for the teaching of areas of the upper primary Social Studies syllabus through the medium of German; some resource development for use with information technology is also being undertaken at Bayswater South Primary School. This school, which operates a program based on immersion principles, also functions as a resource centre for German primary programs around the state. The history and methodology of this program is described in Fernandez (1992).

In New South Wales, primary teachers most frequently use the Newcastle Insertion program materials and 'Die ersten vier Schritte', the latter having been developed during the 1980s for students from Year 7 upwards. A new primary syllabus is being developed in that state, in which LOTE will be a strand of the Human Society and Environment syllabus. The materials developed for primary LOTE may need to be readily accessible to teachers who may not be language specialists.

The Goethe Institute develops materials in Australia and overseas for use in primary German teaching. This includes cooperation with local primary teachers in developing new resources for the primary area. The Goethe Institute also distributes a number of supplementary teaching materials free of charge for both the primary and post-primary sectors on behalf of Inter Nationes in Bonn. In addition, catalogues of materials currently available are published by companies such as 'Intext' and are a good guide to a range of recently released materials.

Schools which include as part of their language program the teaching of certain curriculum areas through the medium of German have particular resource requirements. There is a shortage of German language materials suitable for use in Australian primary schools. Those produced in German-speaking countries for primary children use language which is too sophisticated for non-background learners of the same age. Materials addressing the specifically Australian content of much of the history and social studies syllabus in Australian schools are simply lacking.

Another area which will need increased funding is the development of computer software for use in primary school German programs. It is essential that languages keep pace with changes in technology.

It is clear that in the primary sector a wide variety of materials is currently in use around Australia. Despite the fact that individual states have developed or are in the process of developing primary German kits and other teaching materials, the tendency appears to be for teachers to continue to create much of their own material, and to supplement or adapt existing materials to the specific needs of their students. This situation would appear in part to be a reflection of the greater degree of flexibility teachers at this level have in responding to the interests of their class and adjusting the flow of their lessons accordingly. Another factor is the school based decision making determining curriculum, which leads to the variety of approaches we have described previously.

In view of the rapid expansion of German programs at the primary level and the demand for suitable materials for that level, there is an urgent need for consultation and cooperation across states and systems regarding future resource development, especially in relation to content-based programs.

Recommendation 3

We recommend that German Teacher Associations in Australia in conjunction with the Goethe Institute and the appropriate branches of the Ministries of Education organise a forum funded by the Ministries of Education to identify the resources and materials needs of primary teachers of German and commission a nation-wide survey of existing materials used in or useful for Australian schools, especially those relating to content-based programs. We furthermore recommend that this forum look into the possibility of resource-sharing across states and territories.

Secondary

There is a wide selection of language texts, cultural material, audio and audio visual resources and other materials available for teachers of German at the secondary level. The German language advisers in some states also produce supplementary material for teachers which is intended to alleviate some of the need for preparation and to keep teachers informed of new approaches and resources. Feedback from discussions with teachers and responses to survey questions indicates a general satisfaction with the material available and its accessibility.

Queensland Department of Education has developed German teaching resource kits for junior and senior secondary schools. New courses are also being developed, for example, a special course for German as a non-TEE (Tertiary Entrance Examination) subject in Western Australia, and accelerated courses recently introduced in South Australia where students can begin their study of the language at Year 11 level. (These exist in New South Wales). There does not appear to be the attention to resource development for German in the post-primary sector which is currently focussed on developing materials for some of the languages more recently introduced, and we were not made aware of any pressing areas of need. The possible exception is in the area of computer software development. Some software is available and individual schools and teachers are undertaking development in this area; however, large scale use of computers in German and other language classrooms is a future development for which planning decisions should now be put in place. A list of Computer-Aided Language Learning (CALL) software for German (not only relevant to the post-primary sector) is available from the Resources Database of the NLLIA located at the Language and Technology Centre (LATTICE) of the Centre for Language Teaching and Research at the University of Queensland.

Below are listed the most commonly used texts in post-primary schools, as provided by the German advisers in the respective States.

The most widely used texts in post-primary education reflect a communicative approach to language teaching.

Tertiary

A majority of texts used at the tertiary level can also be described as having a 'functional-notional' or 'communicative' orientation. We were not able to establish how long these texts have been in use. During the recent conference on German language teaching at the tertiary level in Canberra (July 1992) some frustration was expressed by the participants (German tertiary language teachers) with the current texts available for German language study at tertiary level. For example, although many participants welcomed the more communicatively oriented texts, they deplored the fact that such texts often did not pay 'sufficient' attention to grammatical matters.

Texts Commonly in Use in Post-Primary Schools

State	Texts
New South Wales	Deutsch Konkret Deutsch Heute Zick Zack Themen
Western Australia	Deutsch Heute Schwarz-Rot-Gold Einfach toll! Themen Deutsch Konkret Zick Zack
South Australia	Zick Zack Deutsch Jetzt Deutsch Konkret Deutsch Heute Einfach toll! Die Welt der Jugend
Queensland	Zick Zack Deutsch Heute Themen Los geht's
Victoria	Deutsch Heute Deutsch Konkret Zick Zack Themen Deutsch aktiv Einfach toll! Einfach klasse! Ping Pong

In the view of many, it is important at tertiary level to make grammatical principles and issues explicit as quite a few students will become teachers of German. Some tertiary teachers of German also commented on the fact that there was little useful material available for [very] advanced students. In these circumstances they usually developed their own. In any case, most tertiary teachers of German use a great amount of supplementary material, as is the case for school based teaching of the language. This includes a diverse array of authentic texts, audio-visual and self-produced material. As a result of the concern regarding the types of tertiary German texts used and available in Australia, the conference decided to hold a special workshop on this topic around Easter 1993. [The Goethe Institute hosted this workshop].

A list of texts currently used at tertiary level is provided below.

Texts Used at the Tertiary Level

University	Beginners	Advanced
Australian National University	Themen 1,2 Lesekurs Deutsch	Mittelstufe Deutsch Zeitungstexte
Edith Cowan University	Deutsch Aktiv Neu Alles Gute	
Monash University	Themen 1,2	Stufen 4 Mittelstufe Deutsch Lehr-und übungsbuch der deutschen Grammatik Geschäftskontakte
Macquarie University	Kontakte	Lehr-und übungsbuch der deutschen Grammatik German in Review Zeitungstexte
Queensland University of Technology	Los geht's! 1,2 Alles Gute	Los geht's! 3 Themen 3
University of Adelaide	Themen Alles Gute Eine kleine Deutschmusik	Lehr-und übungsbuch der deutschen Grammatik Mittelstufe Deutsch
University of Melbourne	Deutsch Direkt Sprachkurs Deutsch	Sprachkurs Deutsch III Interaktion Lehr-und übungsbuch der deutschen Grammatik
University of New England	Neue Horizonte	Interaktion Advanced German Grammar
University of New South Wales	Deutsch Aktiv Neu	Deutsch Aktiv 3
University of Queensland	Themen 1,2 Alles Gute	German in Review Damals war es Friedrich In zwei Sprachen leben Panoram-Texte
University of Sydney	Neue Horizonte	Sprachkurs Deutsch German in Focus
University of Tasmania	Deutsch Heute	Eindrücke-Einblicke Deutsch für Studenten Wege
University of Western Australia	Deutsch Aktiv Deutsch: Na Klar!	Sag's besser 1,2
University of Western Sydney	Deutsch Direkt 1,2 Themen 1,2	

Some universities are exploring and implementing computer-aided language learning, often as a result of initiatives by one or more staff members with a particular interest in the area. Macquarie University uses existing computer packages in addition to developing its own. Both the University of Sydney and the University of Melbourne use CALL to supplement their language teaching.

Summary

Teachers of German in the primary, post-primary and tertiary sectors have access to a large amount of resource material. In the primary sector there tends to be greater reliance on self-produced materials. As teachers in the various states begin to implement the increasing number of primary German programs, many will begin the task of building up their stock of resources, including those self produced. It is apparent that across Australia there is a great deal of duplication of effort in resource and materials development for the primary sector; this is true to a large extent also of the post-primary and tertiary sectors. The tendency to date has been for each state to independently undertake resource and materials development in response to shifts in emphasis of language teaching methodology and the overall expansion of language teaching. Clearly, more efficient and effective co-ordination in this area would be beneficial both in financial terms and in terms of time and effort expended (see Recommendation 3). What is required is a mechanism through which the systems in the various states are able to communicate with one another in order to share existing materials and more closely co-ordinate the production and subsequent dissemination of resources and materials. Language teachers at all levels could thus access materials produced in other states and remain in touch with proposals for future projects. Such a facility would foster the cross-fertilisation of ideas and the flow of information within the primary, post-primary and tertiary sectors. The NLLIA Resources Database currently being compiled at LATTICE may be one step in the resolution of this need. Presently this database contains entries mainly relating to Computer-Aided Language Learning, but there are plans to expand this to include information on audiovisuals, textbooks, teaching kits, teaching materials and other resources. A further step in this process would appear to be the monitoring and dissemination of the information to teachers. This would be possible through the creation of a position such as a National Resources Coordinator, whose role would be to co-ordinate the collection of material and information for the database and ensure that it was regularly updated and passed on to teachers. LOTE consultants and pedagogical advisers could facilitate this for the primary and post-primary sectors.

2.3.5 Methodology

Initiatives in the 1980s which were aimed at reviewing and promoting language learning across Australia included the writing, presentation and trialling of the Australian Language Level Guidelines (Scarino, Vale, McKay and Clark, 1988). These four books cover major aspects of curriculum design, curriculum renewal and teacher development in languages other than English, and provide a general framework for national curriculum development projects. A learner centred approach is advocated, in which learners are encouraged to engage in a wide range of classroom experiences. These should ideally consist of an appropriate balance and variety of activities, some of which promote active, spontaneous and purposeful language use and some of which provide focus on the underlying form and structure of the language. These guidelines both reflect and support the

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Discussions with language advisers and teachers in primary, secondary and tertiary institutions indicate that communicative syllabuses are very much 'in vogue'. The term is much used and, it would appear, abused; definitions of what precisely is involved in communicative language teaching differ widely. For some teachers such an approach entails beginning one's lessons with a series of oral exercises; others are satisfied that they employ a communicative approach if they fit several language games into a lesson. It is apparent that there is a great deal of variation in methodology currently employed across all sectors.

2.3.6 Content-based Programs

We have previously noted the growth in the primary sector of German and of LOTE generally. It is clear that primary school language programs are set to become a regular feature of the curriculum in a majority of primary schools in a number of states. A substantial proportion of these are and will continue to be programs in which students with little or no home background in the language are acquiring a second language. The quality of the language learning experience of these children and the linguistic outcomes of such programs will vary widely. There is without doubt the need for ongoing research with a view to determining factors essential to successful second language programs in a variety of social settings.

German has always been at the forefront of efforts to investigate, compare and evaluate models for the introduction of second languages to non-background learners. The first 'immersion-type' or content-based programs for such learners were introduced in German. In the 1970s in Victoria, a number of schools had introduced second language programs. However, these tended to be one hour or two half hours per week and were frequently offered after school hours as part of an elective program alongside activities such as cooking and pottery. The ad hoc nature of such programs meant that there was often no guarantee of continuity, and many came and went without it being possible to determine objectively why some were more successful than others. At the same time, the well-documented success of Canadian immersion programs (Lambert and Tucker 1972), where students study all or part of the curriculum through the medium of a second language, was creating great interest in this country. The need to put primary school language programs on a more permanent footing, coupled with the desire to try out in the Australian context programs based upon the Canadian immersion experience led to the establishment of a number of primary German programs.

At the beginning of the 1980s, three Victorian primary schools introduced German programs which were to be the subject of a longitudinal study to evaluate different models and thus contribute to 'model-building'. Initially, students participating in a traditional second language program (at Syndal North Primary School) - where German was the object of instruction - were evaluated alongside those learning several subject areas through the medium of German, drawing largely from experiences with immersion in

Canada (Bayswater South Primary School). Later, a compromise model was introduced at a third school (Bayswater West Primary School) as a further basis for comparison. Whilst all three programs were successful in their own right, students participating in the program which most closely incorporated principles from Canadian immersion consistently showed better performances on all test measures applied (see Clyne 1986 and Fernandez 1992). The advantages of the model include the following:

a A higher level of proficiency, and the ability to function effectively in German (albeit for some time with 'mixed language' responses).
b More uninhibited speech and a greater degree of linguistic creativity.
c A wider spread of subjects for acquisition of different functions and notions.
d The integration of language and culture.
e Catering for a range of backgrounds and ability groups.

From the outset the program at Bayswater South Primary School attracted a large number of visitors from within Victoria and interstate, including educational authorities whose plans were encouraged by what they saw. The program has since attained nationwide recognition for its innovation and success, and has become a model for schools within Victoria and nationally. It has directly informed language policy discussions and decisions both in Victoria and at a national level. Discussion of the program took place in some of the hearings and submissions from ethnic and professional associations in the 1984 Report of the Senate Committee on Education and the Arts *National Language Policy* and was mentioned four times in the final report. The 1985 Victorian policy statement *The Place of Languages Other Than English in Victorian Schools* outlines three possible models for schools, including 'Bilingual Education for all Children' regardless of home background. By the time the final *National Policy on Languages* (Lo Bianco 1987) was released, programs based on both the Bayswater South and the Bayswater West models had been tried for several languages in a considerable number of schools. The Lo Bianco Report presented the 'immersion' model as a normal one for the teaching of second languages. The 1989 Victorian Languages Action Plan (Lo Bianco 1989) included a case study of language programs in several schools including that at Bayswater South Primary School, and gave further impetus to research in this area (see Clyne 1991c and 1991d).

Work currently being undertaken by Clyne et al. (1992) is making further contributions in this regard. Research is being conducted into the relationship between program models, sociolinguistic factors and linguistic outcomes in a small sample of schools in Victoria. Both content-based and language object programs are being investigated. Preliminary findings suggest that positive teacher attitudes and expectations correlate highly with successful linguistic outcomes for students, as does consistent use of the target language. Functional specialisation, the establishment of a communicative need and the provision of comprehensible input are put forward as three chief prerequisites for good LOTE programs, whether content based or second language models. The findings thus far relating to 'immersion type' or content-based programs are especially noteworthy, revealing that students who had learned through the medium of German in such programs tended to score better in tests, to be more confident in their use of the language and also were more likely to continue their study of the language than those who had been involved in more traditional language object programs (Clyne et al. 1992: 69). This has very important implications for the future of second language programs generally. As this kind of research continues to throw light upon factors which contribute to successful second language teaching, it is clear that the number of content-based or 'immersion type' programs will continue to increase. The success of the Bayswater South and Bayswater West Primary School models has led to the establishment of similar programs in German and other languages in Victoria, Western Australian and South Australia and has generated great interest in New South Wales and Queensland. Ongoing research is critical to further informing decisions about the most appropriate models for LOTE programs at the primary level, with a view to optimising program quality and linguistic outcomes.

2.3.7 Support Institutions

The German language has strong historical ties in several Australian states and was introduced relatively early as a foreign language in secondary schools. As a long standing community and school language, German has a well established support structure which contributes significantly to the vitality of the language in Australia. This includes: pedagogical advisers who offer German specific support for teachers of the language; the Goethe Institute, which promotes the learning of the language and offers a range of services to schools, teachers and students; active German teacher associations in two states and access to a range of scholarship and study schemes which also receive funds through the German government. The support infrastructure in existence for German is a positive aspect of its profile in this country. We shall look at each of these elements in turn.

There is currently one German pedagogical adviser in each of Victoria, New South Wales and Western Australia; in South Australia and Queensland two positions are funded - one adviser for each of the primary and post-primary sectors. The Victorian adviser regularly liaises with teachers in Tasmania. These positions are funded directly through the German government to provide support for primary and post-primary teachers of the language. Language specific support and advice, development of and liaison with networks of teachers and inservicing are among the chief roles of the advisers; several also undertake materials development. Feedback from a great many teachers in a number of states on the work of language advisers was overwhelmingly positive. The Nicholas Report (1993: 151-2, 153) notes that teachers value language-specific support, and recommends that further negotiations be undertaken to increase the number of language adviser positions.

The Goethe Institute occupies a special place as a support organisation for German language teaching. The Goethe Institute was founded by the German government in 1951 with the aim of promoting the learning of the language abroad and the fostering of cultural co-operation with other countries. Its three Australian branches in Melbourne, Sydney and Canberra were established in the mid-1970s. Its services to schools and teachers include the following:

- access to its library and media centre;
- in conjunction with the language advisers the provision of approximately forty inservice programs annually for primary, post-primary and tertiary teachers of the language and Diploma in Education students around the country;
- an annual National German Summer School and biennial National Conference;
- advice on teaching materials and sources and the production and distribution of materials;
- co-operation with and financial support of German teachers associations;
- assistance with the administration and organisation of the teacher assistant and exchange programs, and provision of information on student exchange programs;
- provision of scholarships; (see Appendix B)
- provision of language courses from beginners to advanced levels and special preparatory conversation courses for Year 12 students;
- conduct of examinations for internationally recognised certificates and diplomas.

In addition to these services, the Goethe Institute in co-operation with a number of institutions within Australia organises and promotes a wide range of cultural activities in the arts and humanities, including conferences, theatre productions, experimental, documentary and feature films and concerts.

Victoria and South Australia have active German teacher associations - the Association of German Teachers of Victoria (AGTV) and the South Australian German Teachers Association (SAGTA) - which contribute support for the teaching of the language in a number of ways. These include the provision of inservicing for teachers and seminars for students, and the organisation of a range of activities including camps and activity days, and, in the case of the former, a student exchange program with Bavaria. The Association of German Teachers of Victoria has for twelve years published a quarterly journal *Szene*, available to teachers, schools, universities, Dip. Ed. students and others with interest in the language around Australia. It has representation in the Modern Language Teachers Association of Victoria and the Association of German Speaking Communities. There is communication and co-operation between the two associations themselves, as well as close liaison with the Goethe Institute and the language advisers in the respective states. Together these groups constitute a strong network for supporting and promoting the teaching and learning of the language. By adding a German voice to the discussion of language issues at a number of levels, these organisations are amongst those which raise and maintain the profile of the language in the major states.

2.4 Language Policy Considerations

Australia has a commendable record in the area of language policy. Joshua Fishman, the eminent sociologist of language, cites Australia's language policy as a standard towards which his country, the United States, might strive: 'We are a long way from a positive language policy, such as the one the Australians have ... adopted calling for an active second language (either English or a Community Language Other Than English) for every Australian ...' (quoted in Clyne 1991a:31). According to Romaine (1991:8), 'the movement to set up a national language policy is so far unprecedented in the major Anglophone countries.' Australia's experience has been considered in Europe to offer strategies for the resolution of the language problems which are emerging in the region as long standing borders disappear. It is not the intention here to provide an historical overview of the development of Australia's language policies; the reader is referred to Clyne (1991a) and (1991b) and Ozolins (1988) for further reference. In the context of this report, a brief overview will be provided of the 1987 National Policy on Languages, the 1991 Australian Language and Literacy Policy and the most recent state policies, with a view to considering the implications of these for the teaching and learning of the German language in Australia.

The National Policy on Languages

As Clyne notes (1991b:7), the push for a national language policy in Australia has been closely related to the acceptance of Australia's cultural diversity and its changing self-concept from a British outpost in the Pacific to an independent nation. Intense lobbying by 'ethnic', Aboriginal and deaf groups, academics, teachers and a number of other groups during the 1970s and early 1980s both reflected and furthered the growing awareness of multicultural policy, and saw a spate of government reports which made recommendations on a range of related key areas.[18] In 1982 the Federal Department of Education released a document *Towards a National Language Policy* which set the parameters of a Senate Inquiry into the need for a national language policy.

The report of the Senate Inquiry *A National Language Policy* was released in 1984. It set the stage for a more definitive policy. Following generally supportive responses to the report, there was mounting pressure for a final language policy statement. The Lo Bianco Report, *National Policy on Languages*, was released in May 1987. The scope of the report is comprehensive, addressing a range of language issues and aiming to promote social justice, assist Australia's long term economic strategies and external relations and offer cultural enrichment for all Australians. The report was built upon four broad strategies (Lo Bianco 1987:70):

- The conservation of Australia's linguistic resources.
- The development and expansion of these resources.
- The integration of Australian language teaching and language use efforts with national, social and cultural policies.
- The provision of information and services in languages understood by clients.

Four guiding principles were outlined:

- English for all.
- The maintenance and development of Aboriginal and Torres Strait Islander languages.
- A language other than English for all.
- Language services in languages other than English.

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[18] For example, the reports of the Committee on Community Relations 1974, the Committee on the Teaching of Migrant Languages in Schools 1976, the Galbally Report on Post-Arrival Services and Programs for Migrants 1978.

The report did not prioritise languages, but identified two categories of languages:

- Languages used in the Australian community.
- Languages of wider teaching.

Because of the wide range of languages involved in the first group these were not listed. The second group consisted of Arabic, Chinese, French, German, Greek, Indonesian / Malay, Italian, Japanese and Spanish. These languages were regarded as those from which schools could most readily choose should they wish to introduce a second language. The report was not prescriptive in its proposals in this area, and there was no element of compulsion for any particular languages to be given preference over others.

The Australian Language and Literacy Policy (ALLP)

The ALLP was released in September 1991. The document represents a departure from the concerns of the *National Policy on Languages*, which balanced economic dictates with those of social justice, and endorsed the pluralistic nature of Australian society. However, with the amalgamation of government departments, language policy had come under the control of the Minister for Employment, Education and Training, a development which substantially altered the balance in the national language policy from a focus on social pluralism to greater focus on economic imperatives. The companion volume to the Policy Paper states:

> Combined with other vocational skills, language knowledge can improve employability. However, there have been relatively few attempts to integrate language study with other vocational training or to develop vocationally relevant language courses. Yet the vocational relevance of languages is an increasingly important motivator for language study. (ALLP 1991:62)

The document introduced two new features into language policy - the first being the explicit delineation of priority languages; the second the attachment of funding arrangements to languages in this priority group in order to receive the per capita grant. In order to increase the number of students completing Year 12 in at least one language other than English, Commonwealth funds are paid to States / Territories, education systems or in some cases individual schools at the rate of $300 per capita on the basis of Year 12 enrolments in identified priority languages in the preceding year. The languages designated in the ALLP as 'priority' languages are: Aboriginal languages, Arabic, Chinese, French, German, Greek, Indonesian / Malay, Italian, Japanese, Korean, Russian, Spanish, Thai and Vietnamese. Each State or Territory was required to nominate up to eight of these as the priority languages for that particular State / Territory. This has important consequences for the languages which do not fall into this category. As Clyne points out:

> ... the impression will be gained that some languages are worth $300 per capita and others are not worth anything - rather a rebuff to the notion of multiculturalism. (Clyne 1991b:17)

The Nicholas Report (1993) deals at some length with the implications of the ALLP generally. It notes:

> By restricting the choices that States and Territories have about what languages they will designate as priority languages, the Commonwealth has endangered one of its key language learning goals - the promotion of widespread language learning. The assignment of priority status to a narrow range of eight languages means that protection has been removed from languages with small enrolments. There is, for example, no incentive for schools to promote the study of Khmer or Ukrainian or any of the Baltic languages. ... In the absence of this support, it is almost certain that these languages will continue to be marginalised at Year 12 level. In the unlikely event, that the priority languages strategy results in some increase in numbers of students enrolled in language study at the Year 12 level, another result may well be the loss of variety in languages at that level. (Nicholas Report 1993:27)

For German as one of the 'priority' languages, this support should ensure the continued strength of the language's position within the education systems in the various states. German has been deemed a priority language in all states and the ACT, with the only exception being the Northern Territory. At this stage, each state has a language in education policy using the 1987 *National Policy on Languages* as their foundation, although the Victorian and South Australian policies preceded a number of Commonwealth initiatives.

A short overview of each of the state policies follows.

State policies

Victoria

Two key Victorian documents are *Education for Excellence and Implementing Languages Other Than English* (LOTE) Policy. The aim of the policy as set down in that state is "... to make the study of languages other than English available to all students in Victorian primary schools, and to make the study of a second language a required study for all students in Years 7 - 10" (by 1996). In 1992 schools were required to ensure that all Year 7 students were studying a language other than English; in the longer term, plans are underway for the staged implementation of Years 8 - 10 compulsory LOTE study.

South Australia

The South Australian documents *Languages Policy, Educating for the 21st Century* and the *System-Wide Management for the Provision of Languages Other Than English* identify the following priorities for that state: by 1995 all students in primary schools will be learning a language other than English as part of their formal education. In secondary schools all students will have access to the study of a language other than English. The latter document sets out recommendations regarding the provision of LOTE, including consideration of factors such as continuity and the availability of resources.

The LOTEMAPP project which aims, amongst other things, to manage the expansion of languages programs, is almost complete.

New South Wales

The *Excellence and Equity* document sets down the goal that every student should have access to two years of language study at the junior secondary level, and that there should be the opportunity for a greater number of students than at the present to pursue in-depth, specialist study of priority languages throughout their whole schooling. These plans were to be gradually phased in: "While the government schools system will be encouraged to phase in implementation from 1991, the study of a language for one year (around 100 hours) will become mandatory for the School Certificate for the 1996 Year 7 cohort (that is, for the 1999 School Certificate."

Western Australia

Western Australia's *LOTE Strategic Plan* outlines the first three year phase of the Ministry's plans for the coming decade. These include the progressive introduction of LOTE into primary and secondary schools so that access to quality LOTE education will be available to all students; statements of student outcomes for LOTE K-7 and 8-12; and the adoption of the principles of the ALL guidelines as the framework for curriculum development.

Queensland

The Queensland LOTE policy is encapsulated in the document *A Statement From The Minister: Languages Other Than English*. The overall aim of the policy as stated by the then Minister for Education, Paul Braddy, is to bring 'the learning of languages into the forefront of our mainstream education'. The document identifies the following principles as essential to the success of the policy:

1. Expansion of languages other than English in Queensland schools
2. Quality in teaching and learning
3. Diversity in methods and materials
4. Balance among languages
5. Integration of languages teaching with cultural and other studies

Primary school language provision has been a specific focus: by 1994 the aim is that all students in Years 6, 7 and 8 are able to learn a LOTE, and in the following six years to have introduce language learning in Years 1 to 5. At least 20% of Year 12 students should have studied a LOTE by that year.

Australian Capital Territory

The ACT's guidelines for the implementation of second language provision are set down in the document *Languages other than English in ACT Government Schools 1990-2000*. The guiding principles include the opportunity for every student to learn at least one language other than English for as many years as possible; students should have access to language programs from the early primary years. Whilst the chief emphasis is on the post-primary sector, there is an new initiative for all primary schools to teach a language by 1995.

Tasmania
The Study of Languages Other Than English in Tasmanian Schools and Colleges sets down amongst its goals that as many students as possible should study one or more languages other than English for a sufficient time to enable them to reach an initial level of proficiency; provision should be made for entry to language programs at several levels of schooling, with proficiency recognised formally at all stages, after at least one year's study.

The impetus of Commonwealth language policies has given rise to state policies which reflect a desire to greatly increase the provision for the study of languages in both the primary and secondary sector. Statistical data on the number of language students at primary and post-primary levels for the past four to five year period reflect the impact of these policies. In Queensland, for example, the number of students learning a language has increased by 50% since 1989 to 68 000 (Braddy 1991:3) while in Victoria the number of secondary schools with language programs has increased by 12% since 1989. For German we have previously noted the rapidly increasing numbers in the primary sector across the country, which will have significant effects on post-primary numbers in the immediate future. In some states the numbers in post-primary schools have also increased significantly, a trend which we predict will spread to the remaining states given the increasing prominence of Germany in the new Europe. Clearly, however, for the state policies to be transformed from rhetorical statements into practical realities, there must be some positive, decisive and very rapid steps taken to seriously address the fundamental issues in the provision of language programs raised in the course of this and other reports: qualitative and quantitative impetus to teacher training, especially but not only in the primary sector - this area must surely be accorded the highest priority; and far greater attention to raise the profile of the issue of transition between primary and post-primary schools, given the detrimental nature of the experience for students where the issue is neglected. For the provision of German (and other LOTE) programs at the primary and post-primary levels, these key areas arguably warrant the most urgent action from state governments if they are even to begin to fulfil their language policy undertakings.

2.5 Attitudinal Data: Students' Attitudes to German Language Learning

The data on students' attitudes and motivations to LOTE learning have come from two major sources: as part of the overall 'Key' Languages Project it was decided to survey a small sample of secondary students learning or having learnt a LOTE. A brief summary has been included of some of the most relevant points arising from the research conducted by Ulrich Ammon (1990) into tertiary students' attitudes to German language study in Australia.

2.5.1 Aim and Scope of the Secondary Survey

Students' attitudes towards the language they learn and their motivations for learning a second or foreign language have been identified in the research literature on second language acquisition and foreign language learning as important factors in the acquisition process (e.g. Gardner and Lambert 1972). In recent years statistics on foreign language learning in Australia have shown that in many states and territories the overall number of students studying a 'foreign' language [LOTE] has increased. However, in most cases there is a (sharp) drop in the number of students continuing with the study of a LOTE after the so-called compulsory years (usually up to Year 10). In Victoria, for example, the proportion of students in secondary schools taking a LOTE in 1989 was 32%; however, less than 4% studied a language to Year 11 and 12 level.[19] A report by Tuffin and Wilson (1990) examines some of the disincentives for the study of Asian languages and languages in general, focussing particularly on the latter years of secondary school.

The project teams for all the nine 'key' languages decided that it would be desirable to probe into the reasons why students continue or discontinue the study of a language other than English after the compulsory years. A decision was made to survey a small sample of Year 11 students and compile information on their reasons for either continuing or discontinuing with the study of a LOTE. A subcommittee comprising members involved in one of the nine language projects was formed to devise a simple and short questionnaire which should be distributed to a selected sample of Year 11 students in Australian schools offering one or more of the nine 'key' languages.

Aim and Design of the questionnaire

The aim of the questionnaire was to obtain a profile of Year 11 students who had studied a LOTE up to Year 10 or who were studying one or more LOTEs in Year 11 and to explore the reasons and / or motivations for continuing or discontinuing the study of a LOTE.

The student profile included questions about the student's school (state and type), the student's gender, language background (including the language(s) used at home) and the student's self-assessed language competence, the subjects studied by the student, the student's intended level of study and his / her parents' level of education.

The investigation of students' reasons for continuing or discontinuing the study of a LOTE was conducted by means of two sets of closed questions (involving some scaling) allowing the students to select one or more alternatives from those listed. Although students were to some extent restricted in their choice of reasons by preset alternatives, the alternatives did reflect a wide range of factors (reasons / motivations) which are known to influence a student's choice of subjects, choice of language and decision to (dis)continue a LOTE. These include so-called 'instrumental' and 'integrative' reasons for studying a LOTE (cf. Gardner and Lambert 1972). The former stress the 'utilitarian' value of language study, i.e. the language is considered useful / important in further study, for the student's career path (in obtaining good marks, in securing a good job, etc.). Integrative motivations indicate that the students prioritise their need to feel part of a (new) speech community either by wanting to know more about the language and culture of that community, or by wanting to travel and live in that community. Furthermore, there is a whole range of other reasons which could be classified as positioned somewhere along a continuum whose extremes would be 'integrative' motivation and 'instrumental' motivation. However, in order to allow the students some flexibility, we included an open-ended alternative, i.e. they could provide us with their own reasons or motivation for (dis)continuing with a LOTE. A copy of the questionnaire can be found in Appendix D.

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[19] From a Victorian Ministry of Education document: Implementing Languages Other Than English Policy, p 1.

Sampling procedure

The target population of this survey was Year 11 students who did a language at Year 10. Ideally, random sampling of all Year 11 students in schools with LOTEs would have been the best option. However, limited time and budget constraints have precluded this as a possible option.

Instead, it was decided that each language group would select a number of schools offering their language; as far as possible, efforts were made to ensure that independent and government schools from each state were represented. A letter requesting permission to conduct the study was sent to each nominated school. The questionnaires were then sent to schools which agreed to be surveyed. The fact that we could only survey the schools which responded positively meant that the sample is biased in some way. This has imposed some constraints on the amount of control we have over our sample - an obvious but unavoidable limitation of this study.

Administration of Questionnaire

The surveys were administered to the selected schools by research assistants from each of the 9 Key language project groups. The surveys were then collected and those surveys which were not in the target group were removed. The remaining were processed by the Research Area of Social Sciences, La Trobe University. The statistical analysis was done by Dr Robert Powell and Mr Michael Day. Coded questionnaires were entered into FoxPro database by professional data entry staff and analysed using SPSS (Statistical Package for Social Sciences) on a Vax 880 research computer. Analysis was explored with the use of frequency tables, cross tabulations and multiple responses. 2145 valid attitudinal surveys for nine languages were processed from a total of 70 schools.

2.5.2 Profile of the Year 11 Students Studying German

The total sample of Year 11 students in the survey who had studied or were studying German was 309. Considering the sample selection procedures, this sample cannot be considered representative of the entire student population studying or having studied German. However, this sample does allow us to explore some of the reasons which German students indicated for (dis)continuing with the study of German.

Here we summarise the students' characteristics.

1. Number of students who studied German until Year 10: 309
   Number of students studying German in Year 11: 122
   i.e. only 39.4% of students continued with the study of German after Year 10.

2 Students' gender

Female students: 104 Male students: 201

(4 students failed to indicate their gender)

i.e. in this sample of LOTE students there is an imbalance in terms of students' gender. In effect, this sample of LOTE students is particularly unrepresentative of the student population studying German at that level. The gender breakdown of German students (and many other LOTE students) usually reflects a greater proportion of girls than boys studying LOTE at the Year 10 or Year 11 level. In Victoria, for example, females account for almost 70% of total language enrolments in Year 11 (Victoria 1992: 13). Statistics gathered in the course of this project indicate that the ratio of females to males studying German at these levels is 3:1 or 4:1. The imbalance in this sample is largely due to the selection of schools participating in this survey: many more 'boys only' schools participated in the total survey. For example, Brisbane Grammar School and Melbourne High School alone accounted for 74 of the 201 male students studying German.

The project team was aware that this gender bias in the sample may skew the findings regarding the reasons for students to (dis)continue with German. We therefore present the findings regarding the latter specifying the gender of the students.

3 States and schools represented in the sample

States

NSW: 31.7%

Queensland: 30.7%

Victoria: 30.1%

W.A.: 7.1%

SA: 0.3%

Schools

Total sample: 33 schools

Government schools: 52.8%

Independent schools: 46.2%

Catholic schools: 1.0%

It is futile to comment on the students' distribution across certain states and schools. Because of financial limitations and time constraints, each language project was restricted to nominating five schools for their particular language group. The German project team decided in favour of a Victoria-based sample which would reflect the following categories on a very small scale: education system (Government-Independent-Catholic), urban-rural, co-educational versus single-sex schools, schools in an area with a sizeable German-speaking community and schools outside such areas. However, the total sample of schools for German was 33 because German was also studied at a number of other schools nominated by other projects.

4 Student language background

61 students in the sample (20%) were born overseas. Only 8 students were born in a German-speaking country (Germany, Switzerland, Austria). Approximately half of the overseas born students (49.2%)

came to Australia before school age (i.e. five and six years old). Only 20% came to Australia after the start of secondary schooling (i.e. eleven to twelve years old).

Nearly 10% of students having studied German or studying German use some German at home. It is assumed that this would include students born overseas in a German-speaking country and some students whose parents were born overseas. In comparison with other community languages in Australia, it can be said that only a small minority of students in German classes have had some form of home exposure to the language.

Unfortunately we do not have specific figures for German on home language use. The figures on home language use relate to all students in the sample who speak a LOTE at home. Considering the evidence on German language use by the second generation to be presented in Section 3, it is probable that the following overall figures for home language use would be somewhat lower for German students only.

A total of 113 students in this sample speaks a LOTE at home (i.e. 37%). The LOTE is used most in relation to the student's mother (73.5%), followed by the student's grandparents (68.1%), and the student's relatives (65.5%) and his / her father (63.7%). These language use patterns are fairly typical for children with a home background in the LOTE (also Section 3). The 49.6% who claim to still use the language to communicate with their siblings are more likely to be more recent arrivals in Australia as English quickly develops as the main language for communication between members of the same peer group and between siblings.

5 Students' self-assessment of their German language proficiency

Students were asked to provide a self-assessment of their speaking, listening, reading and writing skills in German (see Questions 13 and 17 / Appendix D). Students had a selection of four ratings [poor, good, very good and fluent] for each of the four skills. Unfortunately the computer-processed data provided to the German project team did not include a breakdown of the students' self-assessment by skill, but only an assessment of their overall language skills. The lowest possible score was 4, - i.e. a rating of poor in all four skills- and the highest possible score was 16 - a rating of fluent in the four skill areas. Attached are the tables for students who studied German as their first LOTE and as their second LOTE.

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	4.00	19	7.4	9.7	9.7
	5.00	7	2.7	3.6	13.3
	6.00	15	5.8	7.7	20.9
	7.00	22	8.6	11.2	32.1
	8.00	49	19.1	25.0	57.1
	9.00	23	8.9	11.7	68.9
	10.00	19	7.4	9.7	78.6
	11.00	10	3.9	5.1	83.7
	12.00	18	7.0	9.2	92.9
	13.00	3	1.2	1.5	94.4
	14.00	7	2.7	3.6	98.0
	15.00	1	0.4	0.5	98.5
Fluent	16.00	3	1.2	1.5	100.0
		61	23.7	Missing	
Total		257	100	100	

Table 36

Overall ability with language 1

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	4.00	1	1.9	2.9	2.9
	6.00	5	9.6	14.7	17.6
	7.00	6	11.5	17.6	35.3
	8.00	6	11.5	17.6	52.9
	9.00	2	3.8	5.9	58.8
	11.00	2	3.8	5.9	64.7
	12.00	4	7.7	11.8	76.5
	13.00	2	3.8	5.9	82.4
	14.00	2	3.8	5.9	88.2
	15.00	1	5.8	2.9	91.2
Fluent	16.00	3	1.2	8.8	100.0
		18	34.6	missing	
Total		52	100	100	

Table 37

Overall ability with language 2

The majority of ratings for both groups of students fall between the scores of 4 and 9 [i.e. poor to good]. Only a few students assess their overall language ability in German close to fluent.

6 Subjects studied by the students

A total number of 72 subjects were studied by the students in this sample: they ranged from compulsory subjects such as English and a maths subjects (compulsory in some states) to a variety of subjects traditionally identified as 'academic' subjects (e.g. various science and humanities subjects) and a range of 'technical' and vocation-oriented subjects such as textiles, word processing, technical drawing, electronics and secretarial studies. However, the most widely studied subjects by the students in this sample reflect their academic orientation which is largely a result of the schools selected for this survey.

English + English as a second language: 98.7%
Maths subjects: 86.7%
History subjects: 35.4%
Chemistry: 47.2%
Physics: 47.6%
Languages: includes Chinese, French, German, Japanese, Italian, Indonesian, Greek, Turkish, Latin, Croatian: 45%
Economics: 33.3%
Biology: 24.9%

7 Students' intentions for further study
87.6% of the students intend to continue their studies to tertiary level. 9.8% intend to study only until Year 12. This distribution is again a reflection of the schools which form part of this survey.

8 Students' intention to continue with German beyond Year 11
16.2% of students taking German as their first LOTE intend to continue the study of German to tertiary level. 68.7% intend to pursue their study of German only to Year 12.

39.1% of students who study German as their second LOTE want to continue with German at tertiary level and 52.2% to Year 12.

It is clear that students who decided in Year 10 to continue with the study of German intend to sit a final secondary examination in the language. It is interesting to note that almost 40% of students taking German as a second LOTE intend to continue with German at tertiary level.

9 Educational background of the students' parents
The students were asked to indicate the educational level reached by their mother and father. The educational profile for BOTH parents is remarkably similar for these students of German: (i.e. both mother and father have reached similar educational levels). Approximately 20% of both mothers and fathers had received secondary education and a similar percentage had attended a tertiary educational institution. It is perhaps somewhat surprising that the students indicated that 26.6% of their fathers and 21.3% of their mothers had obtained postgraduate degrees. The reason for this relatively high proportion of parents with postgraduate degrees could partly be due to a broad interpretation of the term 'postgraduate', i.e. any course taken after obtaining an undergraduate degree ranging from a PhD degree to a certificate in word processing.

2.5.3 Students' Reasons for Discontinuing German

Given the available figures on numbers of students engaged in LOTE study in the senior years (Years 11 and 12), it was expected that our sample would also show a considerable decrease in the numbers of students studying German after Year 10. In fact, 60% of the surveyed students (187 out of 309) had dropped German.

Students were given a choice of nine alternatives to indicate their main reason(s) for discontinuing with the study of German after Year 10. This included a possibility for free reply (i.e. 'other reasons'). The main reasons for students' discontinuation with German at Year 10 level are presented here:

- 45% of students would have liked to have continued with German but they considered other subjects more important;
- 40% of students opted for the choice 'other reasons' to indicate why they discontinued with German.
- Approximately 30% indicated that they did not like the teacher and therefore discontinued with German;
- Approximately 25% found the study of German too difficult.

After a closer inspection of the reply category 'other reasons', it was found that most of the students' answers in this category could be re-classified in terms of one of the other stated alternatives:

- Other subjects were more important
- The language is too difficult
- I don't like languages
- There were time table clashes
- The language was not available.

As a consequence of this reclassification, the following three reasons emerged as the students' main arguments for discontinuing with the study of German after Year 10:

I considered other subjects more important: 50%
The language is too difficult: 35%
I do / did not like the teacher: 30%

Summary

Although languages other than English are gradually been given more attention again in the education system, students do not yet perceive them as vital for their future educational development or careers. It seems that languages are considered a valuable asset but are not prioritised in the senior years of secondary schooling because they do not have the same status as other subjects or they are not considered of crucial importance for entry to the tertiary sector or for most careers (except possibly language teaching).

Negative experiences with or a dislike of the language teacher seems to have quite an impact on students' decision not to continue with German. Interestingly, the like for a language teacher does not seem to be a strong influence of students who do wish to continue with German.

There is also a proportion of students who found the study of the language too difficult. The fact that more than a third of the students indicated this reason again emphasises that language study is often considered to be more difficult than other subject areas. It is, however, unclear how the students interpreted the notion of 'difficulty'. It could refer to linguistic difficulties but also to difficulty obtaining high scores in the subject. The latter is often mentioned by both language teachers and students for discontinuation with a language at senior secondary level. Due to the pressures and demands placed on students in attempting to obtain the highest possible scores in their final year examinations, they often consider a LOTE subject to be too risky. As a cumulative subject involving four different skills of proficiency students tend to rate LOTEs as too difficult and too much hard work for their final exams.

2.5.4 Students' Reasons for Continuing with German

122 students (39.4%) were studying German in Year 11. Students were given 16 alternatives to indicate their major reasons for continuing with the study of a LOTE. In addition, they could rate each reply by indicating a point on a five-point scale (ranging from not important to important). These 16 reply possibilities represented an array of reasons and motivations known to influence students in their choice to study a foreign or second language both in Australia and elsewhere. Roughly speaking, the following alternatives covered some types of 'integrative' motivations for language study:

1. Ethnic origin and / or religion
2. Contact with the ethnic community in Australia
3. Other contact with the country where the language is spoken
4. I like studying languages
5. I like studying about the culture
6. I want to travel and live in the country

'Instrumental' oriented reasons are represented by the following alternatives:

1. I do not have definite plans for my future but I feel the language would enhance my future career
2. I have definite plans to work in an area of employment where the language is used
3. I thought this would be an easy subject for me
4. I had good marks in the past

The other alternatives provided tried to capture extrinsic motivations of students to continue with LOTE, e.g. pressure from parents, teachers and peer groups, like of the teacher, lack of choice in other subjects:

1. I have been advised to continue by my family
2. I have been advised to continue by my teachers
3. One or more of my friends was taking the subject
4. I particularly like the teacher
5. Although I had a strong desire to continue, other subjects were more important

Four alternatives emerged as important (positive) reasons for students to continue with the study of German. These findings are applicable to students studying the language as their first or only LOTE and as their second LOTE.

		German= LOTE1	German= LOTE2
1	I want to travel or live in the country	54.5%	71.4%
2	I like studying languages	53.9%	66.6%
3	I don't have definite plans for the future but I feel the language would enhance my career	46.1%	55%
4	I had good marks in the past	45.1%	50%

Summary

It seems that both integrative and instrumental reasons have a role to play in students' decisions to continue with German. This small-scale survey confirmed the frequently mentioned observation by language teachers and other language professionals that LOTEs are often taken by students with a 'love' for language study or for the attraction of travelling to the countries in which the LOTE is spoken. Yet, the fact that almost 50% of students also mentioned a more instrumentally-oriented reason (3) for the continuation with language study may be an indication that recent campaigns stressing the usefulness of LOTE study for employment and professional purposes are beginning to have an impact for German. [We assume that students who had definite plans to become teachers of German would have opted for the alternative 1 'I have definite plans to work in an area of employment where the language is used']. In addition, perceiving oneself to have an aptitude for a subject has a positive effect on continuing to study that subject.

Judging by the alternatives which were rated by students of German as unimportant, it is possible to say that few students' choice to continue with German was motivated by third parties - teachers, parents, peers - or by a disinterest in other subjects. It also becomes clear that ethnic or religious identity or links with the local German-speaking community have little relevance for students of German. This is partly a reflection of the small number of students with a home background in German engaging in the formal study of the language at school (in comparison to LOTEs such as Greek, Italian, Spanish, Vietnamese). The fact that approximately 60% of students did not choose to rate as important the reason 'I have definite plans to work in an area of employment where the language is used' is probably more a reflection of their general uncertainty about career plans than of a particular one relating to language study.

'Unimportant' reasons:	German= LOTE1	German= LOTE2
My friends were taking the subject	83.1%	85.7%
Contact with the community in Australia who speaks the language	83.2%	81%
Because of ethnic origin and / or religion	82%	71%
Other subjects were even less attractive	80%	76.2%
I liked the teacher	64.6%	52%
I have definite plans to work in an area of employment where the language is used	60.7%	64.4%
I have been advised to continue by my family	63.4%	38%

2.5.5 Gender and LOTE Study

Few gender differences emerged from a comparison of girls' and boys' reasons to continue or discontinue with the study of German. More boys (23.7%) than girls (9.1%) indicated 'I do not like languages' as their reason for discontinuing with German. This was also the case with the alternative 'I do not like the teacher' (boys: 37.3%; girls: 11.4%). More girls (20.5%) than boys (6.8%) dropped German because of timetable clashes.

As expected, more girls (32.3%) than boys (21.6%) indicated 'I like studying languages' as an important reason for continuing with German. More girls (36.7%) than boys also opted for 'I have no definite plans for the future but I feel the language would enhance my future career'. Finally, 61.8% of girls found 'one of my friends was taking the subject [German]' as an unimportant reason for continuing with German in comparison with 53.9% of boys.

A large-scale survey investigating boys' attitudes to second and LOTE language learning in Australia is being carried out by Dr Susan Zammit of ACER and should shed some light on the fact that more boys than girls drop out of LOTE study. This observation, however, was not noticed in this small-scale survey of students studying German.

2.5.6 Summary of the Secondary Survey

This very small-scale survey of students' attitudes towards the study of German confirms many observations made by language professionals in Australia for German: students studying German (or another LOTE) often do so for more 'individual' reasons, e.g. because of a love of languages, a desire to travel or live in the country / ies where the language is spoken or because of a perceived aptitude in the subject. It is encouraging to see, nevertheless, that a substantial proportion of German students believe the study of German may have benefits for their future careers. The survey was too small to generate any general findings on students' motivations for German.

2.5.7 Tertiary Students of German: Motivations and Attitudes

A study undertaken by Ammon (1990) investigated at length the background and motivations of students studying German at the tertiary level.[20] The data for the study was gathered via a questionnaire to all first and third year students of German at Australian universities in 1987. The survey confirmed the general pattern of an over-representation of females in language study, with 71.5% of those studying German at these levels being female and 28.5% being male.

Part of the survey listed a number of reasons or motivations students may have for studying German, and requested students to indicate the strength of their agreement or disagreement with each of these on a scale of five indicators from 'strongly agree' to 'strongly disagree'. The list below presents the reasons for studying German ranked in descending order from those most often strongly affirmed:

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[20] A brief overview of Ammon's findings are presented here. The reader is referred to Ammon (1990) for further information.

1 Communication with German-speaking persons abroad
2 Travel to a German-speaking country as a tourist
3 Knowledge of German improves my qualifications for my profession
4 Desire to work in a German-speaking country
5 Desire to read other German literature (apart from scientific or scholarly literature)
6 Desire to understand German films and videos
7 German is a language of culture
8 Communication with German speakers in Australia
9 German is a beautiful language
10 Study in a German-speaking country
11 Like the way German is taught
12 Desire to read German scholarly literature
13 Desire to read German scientific literature
14 Family speaks German at home
15 Family comes from a German-speaking country
16 Learned German at school
17 German is an easy language
18 Desire to understand German opera and songs

Thus it is clear that the strongest motivations for students to study German at this level are those stemming from the desire to directly communicate with German speakers, and to travel to a German-speaking country. Of course the motivations for choosing German vary greatly between individuals. The multiplicity of reasons given by students in completing the survey is noteworthy. Ammon asserts that this variation or diffusion of motivations is an indication of strength, rather than weakness. It demonstrates that German is strongly established in Australian academia and attracts a diverse range of students for this reason. He points out that a large majority of students surveyed (82.9%) affirmed at least one of the motivations strongly, whilst only 17% did not strongly affirm any of the given motives. Thus it is clear that the great majority had a distinct motive for the choice of German. Anecdotal evidence from a number of universities indicates that students are increasingly aware of the future importance of German in the world since reunification and in light of the changes in Europe. Unfortunately the limited nature of this project meant that we were unable to pursue a detailed investigation of this perceived trend amongst tertiary students of the language. However, the growth in popularity which the subject is experiencing across a significant number of universities around the country would seem to confirm this.

The wide scope for German studies is also reflected in the range of intended professions nominated by those who had affirmed that knowledge of the language would enhance their professional qualifications. Besides the frequently nominated profession of teaching were a range of careers in areas including diplomacy, journalism, management, law, tourism and psychology. As Ammon points out, the direct applications for German in the nominated professions included the use of German both as a community language in Australia and as an important international language:

> "... die Tatsache [ist], dass die Mehrzahl dieser Berufe durchaus einen erkennbaren Zusammenhang mit Deutschkentnissen haben, sei es mit der Funktion von Deutsch als Fremdsprache, sei es mit der Funktion als 'community language' in Australien." (Ammon 1990: 156)

Another interesting aspect of Ammon's very detailed study is his finding that students of German descent are over-represented in German courses relative to the proportion of those of German background in the Australian community. This finding concurs with findings from a number of other studies, which suggest that students of non-English speaking background are generally over-represented in their own language courses (Leal 1991:118).

2.5.8 Some Concluding Observations Regarding Students' Attitudes to, and Motivation for, the Study of German

Despite the small-scale nature of the secondary student survey discussed above, both it and the larger survey of tertiary students of German conducted by Ammon provide evidence that the reasons for studying the language are many and diverse. It would therefore be counter-productive to engage in campaigns promoting German language study as useful only for a specific set of reasons (e.g. scientific communication, links with the local German-speaking community) to the exclusion of others. Perhaps it is due to the multifaceted nature of the German language in Australia (community language, world language, important European language, traditional foreign language) that German is studied for such a variety of reasons. In our view this is a positive fact for the German language: it makes the study of German less vulnerable to sudden changes in the popularity of certain motivations for language study.

3.0 German in Australian Society

The German-speaking community in Australia is quite diverse in its make-up. It consists not only of people who were born in the main German-speaking countries (i.e. Germany, Austria, Switzerland) but also of German-speaking minorities from Central and Eastern Europe (e.g. 'ethnic' Germans from Latvia, Lithuania, Hungary, Czechoslovakia, Poland, etc.) and from the Middle East (i.e. the Templers). Some Italian, Greek, Yugoslav and Turkish migrants use German as a lingua franca having previously been guest workers (Gastarbeiter) in Germany or Switzerland. This was and still is also true for multilinguals from Central and Eastern Europe who came to Australia in 1956, 1968 or the 1980s.

The German speech community has a long history in Australia going back to the arrival of the First Fleet. In the introduction we presented an overview of the early history of German speakers in Australia and mentioned some effects of the presence of a German-speaking community on the nature of teaching and learning German in Australia. Some issues introduced in that section are further developed here.

The German presence as well as the German speech community in Australia have been very well documented in all their facets. We do not intend to replicate this information here but would like to refer the reader to a number of comprehensive sources for more detailed descriptions and discussions of German and German speakers in Australia (e.g. Clyne 1967, 1968a, 1968b, 1970, 1973, 1981, 1982, 1986, 1988, 1991a; Harmstorf 1988, Hebart 1938, Hrncírcová -Potter 1984, Kipp 1980, Lodewyckx 1956, Menke 1974, Pauwels 1985, 1986, 1988a, 1988b). Here we will summarise the main points presented in these sources in so far as they are relevant to a profile of German as an important language in Australian education.

3.1 Numbers and Distribution of Germans in Australia

3.1.1 Numbers of German Speakers in Australia

According to the 1986 Australian Census there are 111,278 people who use German in the home. Based on the assumption that home language users represent the substantial part of a LOTE speech community, the German-speaking community ranks sixth after the Italian (415,765), Greek (277,472), the Serbian / Croatian (140,575), the Chinese (139,100) and the Arabic (119,187) speech communities in Australia. Comparing statistics on LOTE use gathered in 1976 (Australian Census), in 1983 (ABS, Language survey) and in 1986 (Australian census), the German-speaking community has decreased from 170,644 (1976) to 159,100 in 1983 to 111,276 in 1986. Although the lower home-use figures may be partly due to different question wording in the three surveys, the decrease is also due to the fact that German is not very well maintained beyond the first generation. The following figures and tables taken from Clyne (1991a) and Clyne and Jaehrling (1989) provide a profile of German speakers in Australia and document the use of German amongst first and second generation speakers of German.

State / Territory	Home language speakers
NSW	35,324
VIC	32,665
QLD	14,526
WA	8,206
SA	14,910
TAS	1,999
NT	992
ACT	2,654
Australia	111,276

Table 38

German as home language States and Territories

It should be noted that the figures here represent only people who claimed to use German in the home. Clyne (1991a) points out that in many established LOTE communities with a substantial Australian-born population the LOTE is often used outside the home [i.e. in the parents' home, in the homes of older relatives] and a question about home use of a LOTE thus underestimates the number of LOTE users in a community.

Use of German in the first generation

According to Clyne (1991a: 62-63), approximately 60% of people born in Germany reported the use of German in the home. The figure of language maintenance for those born in Austria was similar (c.60%). There are no separate figures available for the German speakers born in Switzerland or for any other groups of German speakers. With a language shift rate of around 40%, the German speakers rank second after Dutch speakers in terms of giving up the use of their first language in favour of English. Clyne (1991a: 64) observes:

> 'The German-born have now moved out of the intermediate category and, with the Australian-born, into the high language shift group previously occupied only by the Dutch-born.'

Use of German in the second generation [endogamous and exogamous marriages]

The following table from Clyne (1991a: 65) shows the amount of language shift occurring in a selected group of second generation speakers in endogamous and exogamous marriages.

Children with two German-speaking parents maintain German better than those with only one German-speaking parent. However, there is a decrease in language shift among the offspring of exogamous marriages in the 1986 figures. Clyne (1991a: 64) attributes this partly to the fact that these exogamous marriages are in fact marriages between first and second generation partners of the same language background and partly to the 'more pluralistic attitude to community languages in Australia (which) has led to the English-speaking partner in a mixed marriage acquiring the community language or at least supporting or tolerating a situation where the other parent and the child(ren) communicate in the community language.'

Birthplace of parents	Endogamous 1976	Endogamous 1986	Exogamous 1976	Exogamous 1986
Germany	62.28	73.1	96.16	85.4
Greece	10.08	8.7	68.40	41.3
Italy	18.56	29.3	78.51	70.8
Malta	53.68	58.8	94.58	86.8
Netherlands	80.29	85.4	99.09	92.0
Yugoslavia	N / A	18.0	N / A	65.0

Table 39

Comparison between language shift in second generation of endogamous and exogamous marriages, 1976 and 1986

(N / A = Not available)

Source: Based on cross tabulation 'Home language - English only' by birthplace of parents, 1976 and 1986 Census

Age and language shift in first and second generation

In the first generation the lowest rate of language shift for German can be found among migrants in the 65 + age category (approx. 24.5% for those born in Austria and 23.9% for those born in Germany) followed by those in the age group 55 - 64 years of age.

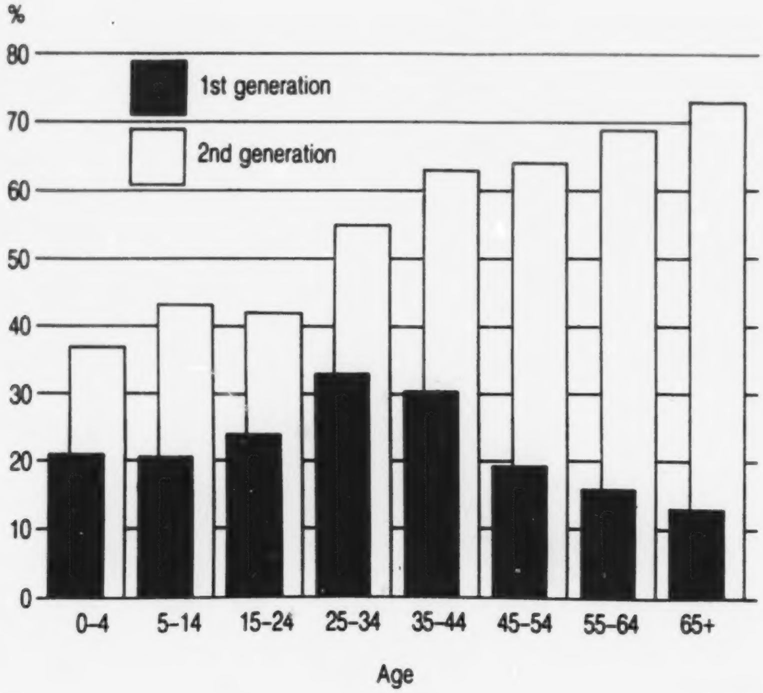


Figure 1

Percentage language shift by age - first and second generations for selected birthplace groups (Germany, Greece, Italy, Malta, Netherlands, Yugoslavia)

Source: Clyne (1991a: 84 based on 1986 Census)

The highest language shift is among the 25 to 44 year olds (approx. 54%). The fact that the language shift in the age groups 0-4, 5-14 and 15-24 is not as high as the 24-44 year olds is an indication that children and teenagers (as well as some twenty-year olds) still use more German to communicate with their parents in the home.

In the second generation it is the oldest age groups which show the highest rate of language shift because they only spoke the community language to older people and they grew up in an era which was far less tolerant towards the use of a LOTE.

Gender and language shift in first and second generation

Birthplace	Male	Female	Difference
Austria	43.8	35.2	8.6
France	28.4	24.9	3.5
Germany	44.7	36.8	7.9
Greece	5.5	3.3	2.2
Hungary	29.7	16.3	13.4
Italy	13.3	7.2	6.1
Lebanon	6.0	4.3	1.7
Malta	28.4	23.3	5.1
Netherlands	53.1	42.9	10.2
Poland	19.8	11.7	8.1
South America	11.3	9.3	2.0
Spain	14.2	11.6	2.6
Turkey	4.1	2.8	1.3
Yugoslavia	11.9	6.7	5.2

Table 40
Percentage first-generation language shift by gender
Source: Clyne (1991a: 256, based on 1986 Census)

Birthplace of parents	Male	Female	Difference
Germany	74.0	72.0	2.0
Greece	9.6	7.7	1.9
Italy	31.0	27.4	3.6
Malta	59.5	58.0	1.5
Netherlands	86.7	83.9	2.8

Table 41
Percentage second-generation language shift to English only
Source: Based on 1986 Census (Clyne 1991a: 257)

In both generations women maintain German somewhat better than men. The possible reasons for this gender difference are currently being investigated by Anne Pauwels in a project on 'Women, men and language shift in Australia' funded by the Australian Research Council.

Summary

On the basis of this information, German can be considered a language with a sizeable local community of speakers. However, the German language is not very well maintained. The majority of users of German in Australia are older people who were born overseas (i.e. first generation). The maintenance rate of German in the second generation is considerably lower. Despite the declining figures for the use of German in Australia, there are some signs among the second generation (exogamous marriages) that German is being used and passed on to the next generation. These figures imply that there could be a substantial number of students of German-speaking background studying German. *The National Survey of Language Learning in Australian Schools* (DEET 1988) reported that 17.5% of students studying German had a home background in the language (i.e. 2.4% of primary students and 33.1% of secondary students). However, it is unlikely that most such students would be using a lot of German in the home or outside the school. The proportion of fluent 'native speakers' among students with a German-speaking background would be relatively small.

3.1.2 Distribution of German Speakers in Australia

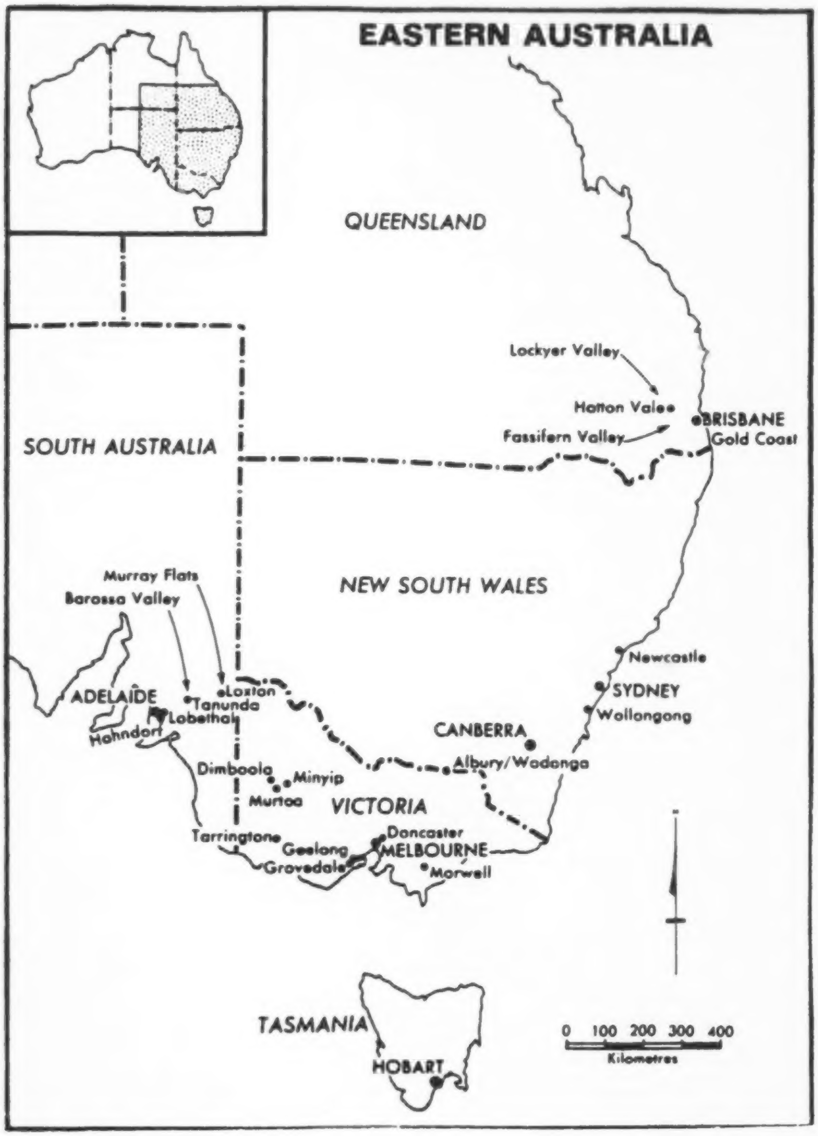
The German migrants who came to Australia in the 19th century often settled in rural areas establishing ethnic settlements. Map 1 details the location of many such settlements in the eastern part of Australia.

As we have shown in Table 38, the largest number of German speakers are found in New South Wales (35,324), Victoria (32,665), South Australia (14,910) and Queensland (14,526). In South Australia the German-born make up 0.6% of the total population. In the ACT, 0.5% of the total population is German-born. In Victoria this is 0.4%. New South Wales and Queensland follow with 0.3%. The German-speaking migrants arriving in Australia after the second world-war usually settled in urban areas, especially in the capital cities. The 1986 census revealed the following distribution of German in four capital cities:

German speakers in Sydney:	24,809
German speakers in Melbourne:	26,085
German speakers in Adelaide:	11,657
German speakers in Perth:	6,537

Unlike some other ethnolinguistic groups (e.g. Italian, Greek, Vietnamese), German speakers do not tend to be highly concentrated in certain areas. This is in part due to the heterogeneous nature of the German speech community in Australia. There are, however, some suburbs with concentrations of German speakers in Melbourne, Sydney and Adelaide as the following maps of Melbourne, Sydney and Adelaide document:

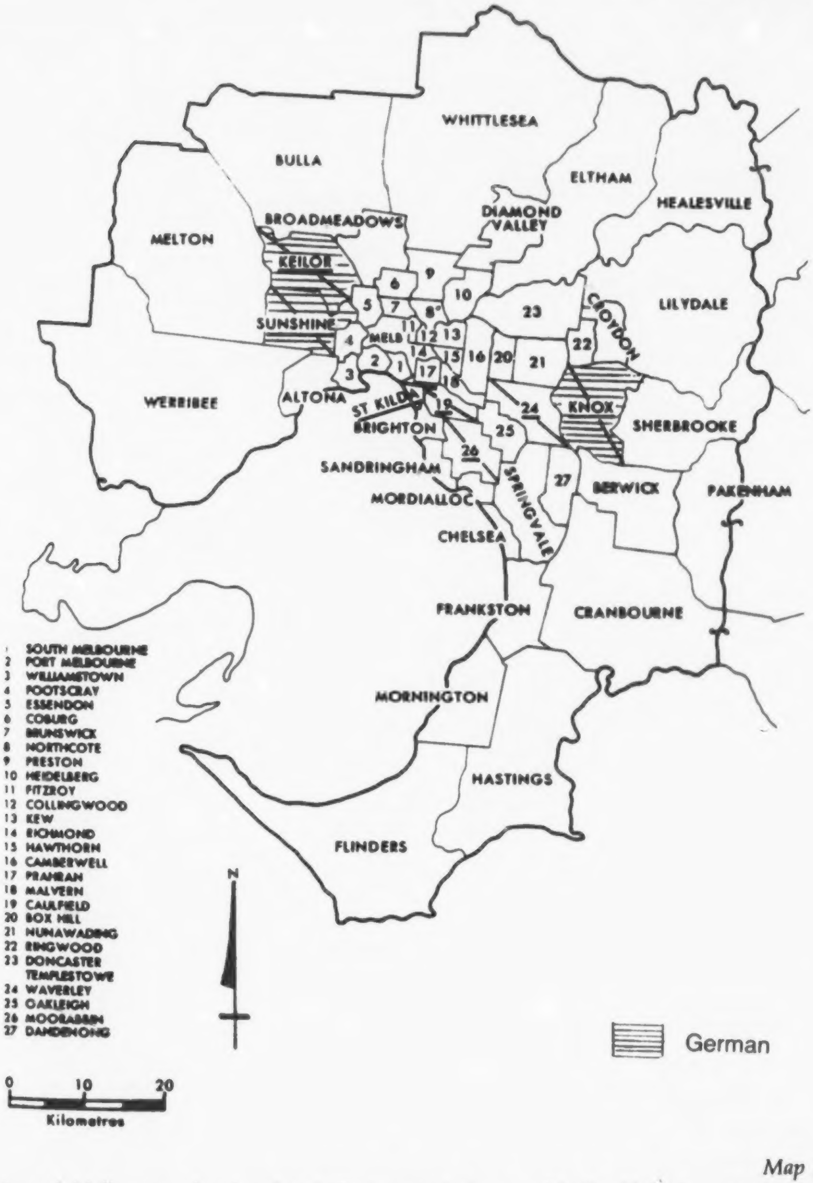
In summary we can say that German speakers are found in all parts of Australia. There are still remnants of some closed rural settlements in South Australia, Victoria and Queensland, where very little German is spoken but an interest in the German heritage is strong and in part, propagated by the tourist industry. However, most German speakers live in the southern capital cities of Adelaide, Melbourne and Sydney. Also German speakers are more likely than many other LOTE speakers to be dispersed over a metropolitan area. It is therefore less likely to find many schools in which first or second generation German speakers form the largest ethnic group.



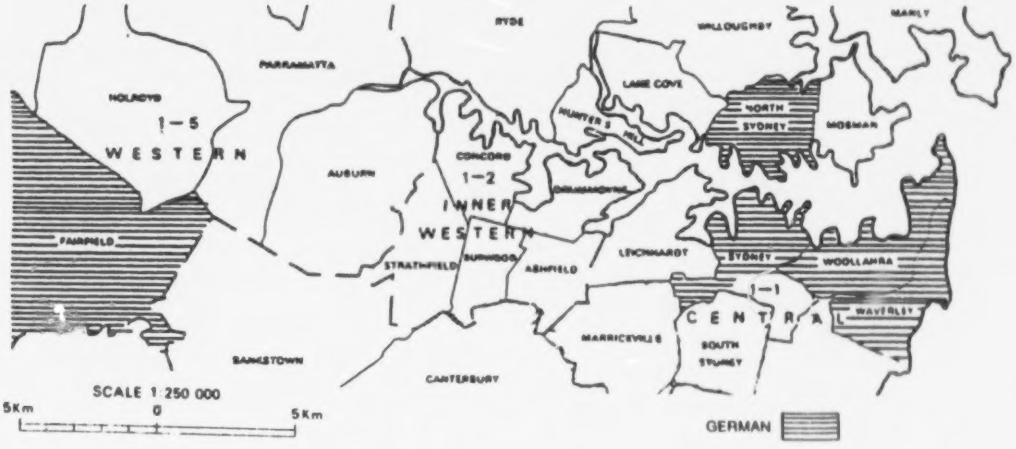
Map 1
Location of major 19th century German settlements
Source: Clyne (1981:14)

3.2 Domains of German Language Use

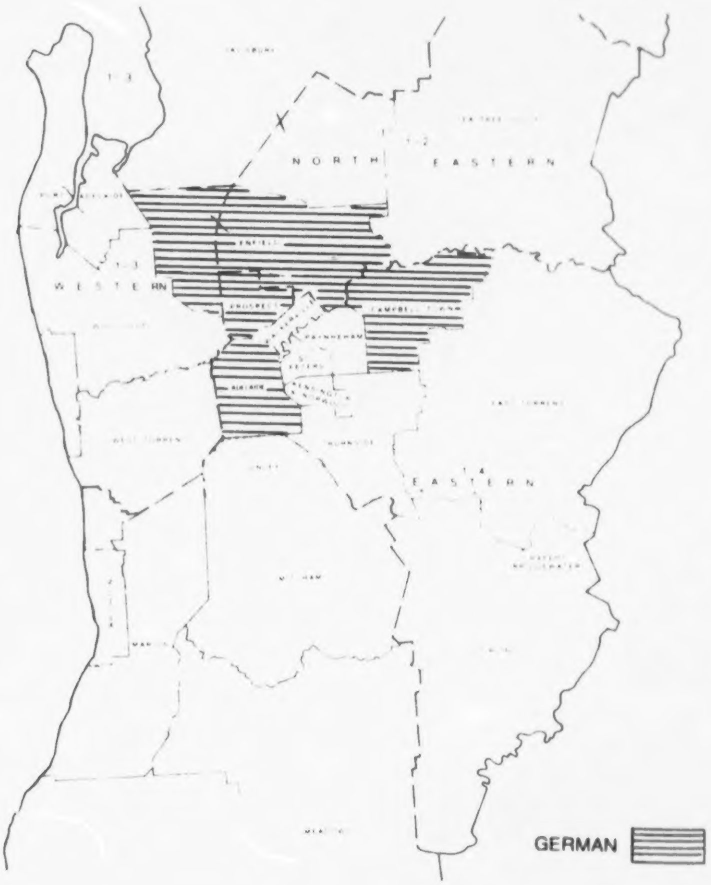
Although we ascertained that German is not a well-maintained language in Australia (Section 3.1), the German speech community is nevertheless well-established in Australia providing an extensive infrastructure for language maintenance. Here we briefly describe the public and private domains in which German is still used as well as some institutions enhancing or promoting the use of German.



Map 2
Map of Melbourne showing Local Government Areas with the highest concentration factors for German



Map 3
Map of Sydney showing Local Government Areas with the highest concentration factors for German



Map 4
Map of Adelaide showing Local Government Areas with the highest concentration factors for German

3.2.1 Public Domains: Media, Libraries, Education, Secular Societies and Religious Organisations

Media

German programs are regularly featured on the multicultural TV channel (SBS). In 1986 about 197 hours constituting 6.3% of total program time were devoted to programs in the German language. Most German language programs are produced outside Australia and include predominantly feature films, some documentaries and current affairs programs as well as a few children's programs.

In addition, the enormous popularity of videos provides another source of language materials for those keen on using and maintaining a LOTE. In the case of German, German video material is available from selected video shops in capital cities, through a subscriber service or is obtained from relatives or friends taping programs in the 'home countries'.

German is also broadcast on many 'multicultural' and 'ethnic community' radio stations around Australia. 16 of the 27 radio stations transmitting in LOTEs broadcast in German. Clyne's (1991a) survey of 11 radio stations with the most non-English broadcasts reported a total of 31 hours a week for German language programs (including Austrian and Swiss German). German ranks equal third with Spanish behind Greek (68 hours) and Italian (51.5 hours). Although in the past such radio programs catered primarily for those with a limited competence in English and for middle-aged to elderly migrants, in more recent years there have been attempts to make the programs more attractive for younger listeners by having youth and children's sections on the programs.

The Directory of Ethnic Community Organizations (1987) lists three locally produced newspapers for the German language. These include the *Die Woche in Australien, Australische Post* and *The German Times*, which are privately funded. The articles and features found in the German language newspapers in Australia are partly reprints from overseas newspapers and some local reports describing international, German and local events. Now and then the newspapers make an effort to cater for younger readers by having a youth or children's page (sometimes in English).

The German newspapers with a large circulation such as *Die Frankfurter Allgemeine, Süddeutsche Zeitung,* or *Die Zeit* and *Die Welt* can be purchased from selected newsagents in capital cities and are available at certain municipal libraries.

Libraries

There is a range of municipal libraries in some capital cities (especially Melbourne, Adelaide and Sydney) which hold books for adults and children in the German language. However, until the mid 1970s the indifference of libraries towards catering for their clientele of non-English speaking background meant that very little material in LOTEs was available from libraries. Although German books were better represented than books in many other LOTEs, the German collection often consisted of sets of language learning materials (phrasebooks, grammars, dictionaries, annotated classics). If other books were available this was often as a result of donations rather than of conscious efforts to have a German collection. Now some municipal libraries also stock German magazines and some newspapers and try to improve their materials for the younger generation.

The libraries of the Goethe Institute also play an important role in providing German speakers and German learners with a range of reading materials.

Popular among the German speakers in Australia are the 'Lesezirkel' - reading circles. Membership of such circles gives a person access to a set of current German magazines on a regular basis.

In addition, German reading materials are also available from a range of foreign language and 'continental' bookshops in capital cities.

Education: Ethnic Schools

The first German ethnic day school was established in 1839 in Klemzig in South Australia, and was followed by a further 45 such schools in that state alone by the early years of the next century. Strictly speaking, as these schools operated full day classes they were not 'ethnic schools' in the sense in which the term is now used, however, the fundamental aims of the maintenance of language and culture are the same. The first part time ethnic school (Saturday school) was a German class started at Mill Park near Melbourne in 1857. The oldest German ethnic schools operating today were established in the early 1950s by the Temple Society, a group of Swabians who had formed closed settlements in Palestine and came to Australia as internees in 1941. Two ethnic schools are administered by this group in Melbourne.

If we adopt the definition used in Norst's (1982) report on ethnic schools in Australia, by which "every location at which classes operated by an ethnic community were conducted represented one school", the total number of German ethnic schools around Australia is 42. These schools are administered by 18 different authorities which comprise German ethnic church groups, social and cultural organisations. They have a combined enrolment of approximately 2500 students, a figure which has remained stable during the past five years. German ethnic schools are conducted in each state except Tasmania, and in the ACT; the Northern Territory school which was founded in 1986 closed at the end of 1991 as low student numbers made it no longer viable. Attempts are underway to revive the school.

German is one of the less well maintained languages in the Australian community. The attitude amongst many German-speaking parents has tended to be one of assigning the responsibility of language maintenance to the schools. Only a small minority make use of ethnic schools; where this occurs, the language maintenance role of the ethnic school assumes the added task of imparting the language to children with often at best some passive knowledge of the language.

In addition to these ethnic schools, there are a number of German-speaking ethnic social clubs, churches and cultural societies which run language (and culture) classes for children of German-speaking immigrants and for 'Australian' adults. The latter group includes people who have intermarried with a German speaker, who would like to revitalise their German (being third or fourth generation German speakers) and those who would like to travel to a German-speaking country. In comparison with other LOTE communities, the German community does not provide an extensive range of language classes for its younger generation. This is of course partly due to the fact that German is fairly well catered for in mainstream education. The relatively small number of ethnic schools is also related to the low rate of language maintenance in the German community.

Secular organisations: social clubs, cultural societies, welfare organisations

Many secular organisations including cultural, sports, leisure and welfare societies are organised along national lines (e.g the Austrian and Swiss clubs) and are concerned with providing their members with entertainment reminiscent of their home country or region. Some clubs specifically foster the maintenance of German / Austrian / Swiss traditions and cultural values. These include organisations which focus or promote specific activities such as folkloric dancing and singing, drama and theatrical societies, Oktoberfest, Carneval, etc. Most clubs and organisations do not exist solely or even primarily for the sake of language maintenance. With the exception of theatrical societies, the goal of language maintenance is secondary or even peripheral to the organisations. This is reflected in the fact that often meetings and newsletters of the clubs are in English or use a mixture of both English and German (see Clyne 1981, Clyne & Manton 1979, Pauwels 1986). Clubs for older German speakers are usually the ones in which most German is used. Welfare societies provide information and assistance for recently arrived migrants and increasingly for ageing migrants. Such organisations also offer leisure activities for the members. With the ageing of the German-speaking community, secular organisations are using more German again to cater for their older members who often experience English language attrition and are therefore more reliant on German again. On the other hand, clubs which cater for all age groups often accommodate the English language needs of their younger members.

Religious organisations

Being made up of various ethnic, national and regional groups, the German speech community is also diverse in its religious affiliation. The Census of 1971 revealed that 34,244 German-born and 14,249 Austrian-born were Roman Catholic, 36,372 German-born and 1,147 Austrian-born were Lutherans. Other religions represented in the German speech community include Baptists, Anglicans and Jews as well as Templers.

In 1986, the census question about religion was optional and revealed the following for the German-speaking community:

- The largest religious denomination was Catholic (27.9% of the German-born) followed by Lutheran (23.4%).
- The Australian Capital Territory had the highest proportion of Catholics among the German-born population(30.9%), South Australia had the highest proportion of Lutheran (32.5%).
- 2343 persons (2.0% of the German-born) reported the Jewish religion, 90.5% of these lived in either Victoria or New South Wales.

- 16.1% reported No Religion, compared with 12.7% of the overall Australian population. 24.2% of German-born in the Northern Territory reported No Religion.

The link between religious affiliation / denomination and language maintenance is quite complex and cannot be fully discussed in the framework of this report (for further information see e.g. Lewins 1978). Clyne (1981, 1982) distinguishes between three main positions that churches held vis à vis language use (English and German).

1 *Pluralist*: Religion and language are closely linked. Although the needs of the younger non-LOTE speaking generation have to be accommodated, the language of religion and the congregation should remain the LOTE.

2 *Transitional assimilationist*: A close relationship between language and religion is not postulated as religion is not seen to be language-specific. However, in the initial years of migrant settlement, some religious services or even ethnic parishes could be provided as a transitional measure. The aim is nevertheless to integrate migrants into an English-medium church.

3 *Assimilationist*: Migrants should be integrated as soon as possible into an English-speaking parish. Some occasional LOTE services may be held in the early stages.

The Roman Catholic Church in Australia was until the 1980s assimilationist-oriented. In some cases ethnic parishes had been set up as transitional measures. Due to policy changes in the Australian Catholic Church, some of these parishes have been maintained and have adopted a pluralist position. German Catholics in Australia can attend mass in the German language in a number of capital and regional cities throughout Australia.

German-speaking Lutherans can join the 'Evangelische Kirche Deutschlands' [EKD] - German Lutheran Church which is pluralist in its outlook. They have regular services in German but have also accommodated to the English-speaking younger generations by introducing bilingual services (e.g. Springvale, Victoria) or by holding occasional services in English only. The EKD pastors come from Germany every six years and thus keep the congregation in contact with up-to-date German. Church-related activities and committees such as choir practice, bible classes, 'Frauenverein' are usually conducted in German, although this may vary depending on the participants or members' knowledge of German. Until 1967, there were two Australian Lutheran Churches which had been in existence since 1846 as a result of a split between 'old Lutheran' synods in Australia. They were the United Evangelical Lutheran Church of Australia [UELCA] which pursued a strong language maintenance oriented church policy and the Evangelical Lutheran Church of Australia [ELCA] which had 'subordinated cultural and linguistic matters to religious ones' (Clyne 1982: 76). They were united in 1967 (for further details, see Hebart 1938, Clyne 1981). Activities involving the younger generation (e.g. confirmation classes, youth services etc.) are all conducted in English.

The German Baptist congregations also follow a pluralist model and conduct services and community work mainly in German. However, they also have bilingual or English only activities for their younger people (e.g. Sunday School, youth groups).

The Templer Society is more than a religious organisation: it is a Pietist Swabian sect whose members migrated from Württemberg and settled in Palestine in mid 19th century. There they lived in closed settlements until 1941 when most of them were interned in Australia (Tatura / Victoria). After the war many stayed in Australia and settled mainly in Victoria (Bayswater-Boronia and Bentleigh). The Templer Society is a diglossic community, i.e. they use two varieties of German which are functionally differentiated. High German is used for church services (especially prayers and hymns), in church meetings and sometimes for Sunday school. Swabian is used in informal domains (e.g. during social activities). However, according to Clyne (1982: 77) 'their diglossia between High German and Swabian is becoming difficult to maintain into the third generation, and the Templers are tending towards model (2) [- i.e. transition] in order to keep the younger generation within the community.' (for further details, see Imberger 1979, Pauwels 1985). Nowadays English is often used for the sermons and for Sunday school.

German does not feature as a liturgical language for Jewish communities. In some Orthodox synagogues Yiddish is used in some services. German is used in religious and social groups among elderly Jewish people alongside Yiddish, Hungarian, Russian, Hebrew and other LOTEs.

In summary, all German speakers with a religious affiliation can attend, if they so wish, church services in German, with the exception of the Jewish groups. Some German churches cater also for their non-German speaking members by offering English or bilingual services. Church-related activities are either in German or English or both. This often depends on the participants' language use. None of the German churches have the same impact on language maintenance as does the Greek Orthodox church for Greek speakers in Australia.

3.2.2 Hospitality and Transactional Domains: Hotels, Guesthouses, Coffee Shops and Delicatessens

The presence of hotels, guesthouses, coffee shops and delicatessen / continental shops in which staff or the proprietors are German-speaking can to some extent promote the use of German. Clyne (1981) reports on a survey he conducted in 34 German shops in Melbourne. He found that some shops conducted up to 80% of their business in German. Shop assistants and shop owners seemed quite willing to switch to German on the slightest hint that the customer could or wanted to speak German.

3.2.3 Private Domains: Family and Friends

Family

The family remains an important domain for language maintenance use, especially if either parents or grandparents are first generation. In many German-speaking families children speak German to their parents until they reach school age. If the parents do not insist after that, the children tend to speak English both to their parents and their siblings. Bilingual communication patterns are the rule rather than the exception in the family, i.e. the parents speak German to each other (predominantly), but may switch to English with their children; OR the parents speak German to each other and their children but their children speak English to them. The presence of grandparents or older relatives with limited knowledge of English will promote the use of German, especially in the second generation.

If the family involves an Anglo-German partnership, the chances of German being spoken in the home are quite limited. There is however some recent (anecdotal) evidence that some parents are attempting to raise their children bilingually according to the one parent-one language principle. Since 1990 the Language and Society Centre has organised a series of workshops on raising children bilingually in Australia. There are a number of families among the participants who are raising or interested in raising their children in English and German. In most cases one of the parents is of English-speaking background and the other of German-speaking background.

The majority of children of German-speaking parents tend to be passive rather than active bilinguals. They often understand German quite well but have limited speaking skills as many use English to communicate in the family. Very few children have a peer group register in German since they tend to speak only English with their siblings or the peer group.

The family is no longer the main German language domain for second generation families since they tend to speak English in their family but may still use German when visiting or communicating with their parents. Again there is some evidence (mainly anecdotal) that younger families who still have knowledge of German are making an effort to introduce German-English bilingualism in the home. In this case, the parents speak English to each other but address their young children in German.

Friendship domain

Although German speakers in Australia do not form friendships exclusively along language or ethnolinguistic lines, for many of them their most frequent and / or consistent use of German is in relation to their German-speaking friends and acquaintances. This is especially true for first generation speakers of the language. The desire to speak German with friends also strongly increases with age, i.e. elderly German speakers often communicate mainly in German.

3.3 Ethnolinguistic Vitality

Much work of sociologists of language, social psychologists, sociolinguists and others has been concerned with developing theories on language behaviour in contact situations and with exploring and investigating the factors which could account for differential language maintenance rates and language use patterns in such contexts. The aim of such research is to be able to make certain predictions about the future of minority / ethnic or community languages in a society.

The term 'ethnolinguistic vitality', first coined by social psychologist Howard Giles in relation to his work on the role of language in ethnic group relations, will be used here to refer to *factors which can have an effect on the language maintenance and language shift rate of an ethnic or ethnolinguistic group*. As such, the term is used in a much wider sense than in Giles' work and incorporates frames of reference, ideas and theories developed by Kloss (1966), Smolicz (1979, 1981), and Fishman (1985).

Census and survey figures on the use and maintenance of German in Australia going back to 1976 all indicate that German in comparison with other LOTEs like Italian, Greek, Serbo-Croatian, Chinese and Vietnamese is not maintained well beyond the first generation. The only other larger immigrant group who record a higher rate of language shift are the Dutch.

Birthplace	NSW	Vic	Qld	SA	WA	Tas	ACT	NT	Aust
Germany	27.94%	26.48%	35.97%	24.82%	36.93%	29.69%	27.70%	30.13%	27.79%
Greece	3.49%	2.56%	6.22%	2.09%	5.13%	3.54%	3.66%	2.06%	3.00%
Italy	7.44%	5.26%	8.60%	4.99%	6.25%	13.99%	6.68%	*8.89%	6.26%
Malta	29.29%	28.31%	46.68%	33.91%	52.26%	NA	41.50%	NA	30.49%
Netherlands	43.71%	44.18%	44.90%	39.50%	42.83%	43.32%	48.96%	52.17%	43.55%
Poland	20.63%	21.64%	20.81%	14.94%	20.39%	16.44%	16.36%	29.13%	20.18%
Yugoslavia	9.24%	8.37%	16.66%	10.69%	11.44%	20.29%	10.37%	14.46%	9.54%

Table 42

Percentage of language shift for selected groups (1976 Census)

Source: Clyne (1982: 36)

Kloss (1966) writing on German language maintenance efforts in the United States identified a series of factors which clearly promote language maintenance and factors which are ambivalent in that they can either promote or discourage language maintenance. He postulated that the more clear-cut factors apply to an ethnic or language group, the more likely that group would maintain its language. The clear-cut factors mentioned by Kloss include (1) early point of immigration, (2) linguistic enclaves (Sprachinseln), (3) membership of a denomination with parochial schools and (4) pre-emigration experience with language maintenance. In the case of German in Australia, factors (1), (2) and (3) applied to some extent to the early closed settlements of German in Australia. However, they do not apply to the bulk of German-speaking migrants who came to Australia after the Second World War. Clyne (1981) mentions two further clear-cut language maintenance factors which operate in Australia: (1) the status and usefulness of the ethnic language in education and worldwide communication and (2) the importance of grandparents or (older people) or those with limited English language skills in the family or community.

Birthplace	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Total Australia
Austria	39.9	37.2	43.1	42.0	38.2	45.5	45.7	41.1	39.5
France	27.1	29.3	25.3	27.4	28.2	32.9	23.2	30.2	27.5
Germany	41.1	39.5	42.3	43.8	37.8	43.3	48.5	44.4	40.8
Greece	4.8	3.6	9.3	7.8	4.2	4.9	5.4	6.1	4.4
Hungary	24.1	21.6	30.9	28.3	23.3	42.4	40.5	28.3	24.4
Italy	11.0	8.9	15.9	11.1	9.8	23.2	19.2	15.6	10.5
Lebanon	4.4	5.4	20.8	19.5	10.2	14.7	21.1	14.7	5.2
Malta	25.6	22.2	44.1	55.3	35.0	74.4	68.2	46.5	26.0
Netherlands	49.0	48.9	48.8	45.0	47.4	46.7	59.6	51.2	48.4
Poland	16.7	16.3	20.4	39.8	12.8	16.9	30.4	14.8	16.0
South America	8.2	8.4	26.7	19.5	22.5	34.8	18.4	14.8	10.1
Spain	11.4	13.0	13.4	17.6	20.1	35.7	12.6	11.9	13.1
Turkey	4.1	3.3	18.5	9.3	9.5	26.1	29.2	15.3	4.2
Vietnam	2.8	2.5	4.0	3.0	4.3	10.8	5.2	5.8	3.0
Yugoslavia	7.9	8.6	17.8	11.7	13.9	25.1	33.1	10.4	9.5

Table 43
Percentage of language shift for selected groups (1986 Census)
Source: Clyne & Jaehrling (1989: 61)

The former factor is clearly an important force in the maintenance of German in Australia. German is undeniably an important language in world terms. Its relevance as a cultural force, as an important medium for communication about science and technology, its importance as a lingua franca for trade and business with Eastern Europe enhance the status and usefulness of the German language (see also Section 4).

Clyne (1982) also identified a clear-cut language shift promoting factor: the extent of exogamy in a community. The higher the rate of exogamy, the lesser chance of language maintenance. The exogamous rate in the German speech community is considerable thus promoting language shift.

It is difficult to gauge to what extent Kloss' ambivalent factors have promoted language shift in the German-speaking community in Australia. The ambivalent factors are (1) educational level of the migrant, (2) numerical strength of the group, (3) linguistic and cultural similarity with the dominant group, (4) attitude of the majority to the language or the group and (5) sociocultural characteristics of the group. Clyne (1991a) asserts that there are no data available to assess to what extent the first factor promotes language maintenance or language shift. In the case of German factor (2) - numerical strength of the group- in connection with the dispersed settlement patterns of German speakers may not have promoted language maintenance. The linguistic and cultural similarity between German and English, between German speakers and English speakers may also have led more to language shift than language maintenance. The attitudes of the English-speaking majority towards German and German speakers would not have been very positive in the periods preceding and following the two World Wars. Rapid German language shift was a major consequence of the general antagonism to Germans following the outbreak of the First World War. German schools were closed down, German publications were banned leading to a rapid decline in the use of German. Anti-German feelings were also present after the Second World War and the use of German in public areas was frowned upon. The assimilationist migrant policies in the 1950s and 1960s further contributed to language shift, especially in ethnic communities such as the Dutch and the German who were linguistically and culturally similar enough to the Anglo-Australian majority to 'integrate' into that society.

Kloss' factor 'sociocultural characteristics' has been elaborated by Smolicz (1979) in his theory of core values. Smolicz has argued that each culture has a set of core values without which a culture may disintegrate. In some cultures language is more important as a core value than in others. If language is a core value, it is very likely that the community will maintain the language better or will put more effort into language maintenance. However, the explanatory force of the core value theory in relation to language maintenance patterns has been questioned by Clyne (1988, 1991a). Clyne (1988) points out that the core value theory often assumes an isomorphism of various types of groups - ethnic, cultural, national, religious and linguistic. He demonstrates this problem for the German speech community in Australia. It is extremely difficult to pinpoint the core value of the German speech community as that speech community comprises a variety of different ethnic, religious, national and cultural groups. Nevertheless, German does play an important role in the German speech community. Clyne (1991a: 100) states "so, while the German language is certainly not the core value of a unified and homogeneous 'ethnic German-speaking group', the language gives a heterogeneous collection of people a sense of cultural unity." Another challenge to the core value theory is the phenomenon of 'ethnic revival' in which an increasing number of people declare the use of a LOTE (despite the absence of new arrivals). This would mean that a speech community's core value system may have changed from being non-language oriented to language-oriented.

Giles' model for explaining the role of language in 'ethnic group' relations partly includes variables which are similar to the factors identified by Kloss and Smolicz, e.g. economic status of the ethnolinguistic group, demographic characteristics of the group, sociohistorical factors, the status of the language and its self-perceived social status. Clyne (1991a) has pointed out that these variables, like the factors proposed by Kloss have ambivalent status in explaining language maintenance or language shift patterns.

Another obvious factor affecting the use of a LOTE is migration patterns. If a particular LOTE speech community is regularly increased by new waves of LOTE speakers with little or no knowledge of English, the established speech community will have reason and need to maintain the LOTE longer. This will be discussed in the next section.

3.4 Projected Migration Patterns

Migration movements between German-speaking countries and Australia over the past five years have been very limited as the following table reveals for Germany, Australia and Switzerland.

Country	1986 / 87	1987 / 88	1988 / 89	1989 / 90	1990 / 91
Germany	1385	1497	1283	1077	889
Austria	243	278	224	189	164
Switzerland	319	467	514	425	409

Table 44
Arrivals from German-speaking countries in Australia
Source: Statistics Section, Bureau of Immigration Research

More recently arrived migrants from those countries generally have a good working knowledge of English and do not seem to rely very much on the established German community infrastructure. The first findings of a project on post-1976 immigrants from Germany conducted by Anne Pauwels reveal that these immigrants maintain German quite well within the family and with friends who came to Australia around the same time but that they were not inclined to seek contacts with German speakers already living in Australia.

The recent political upheavals and changes in central Europe, especially the unification of the Germanies may have some effect on migration to Australia, although both Australian immigration policy and German integration policies are not likely to lead to a higher rate of migration. Perhaps refugees from other Central European countries - those resulting from the former Yugoslavia, Czechoslovakia and Soviet Union - may migrate to Australia and give a boost to the use of German as a lingua franca.

It does not seem very likely that the vitality of German in Australia will be greatly affected by future migration patterns.

3.5 Summary and Implications

This section on German in Australian society has clearly shown that German is a well-established community language with a long history. Although the German language is not maintained as well as some other community languages, there is still a sizeable community of first and second generation German speakers who use the language in a variety of domains. An important, as yet small-scale development is the use of German to children in a mixed marriage and the formation of (pre-school) play groups where German is used to the children. The German-speaking community in Australia also has access to a range of services, activities and institutions in which German is used.

There are some implications of the community language status of German (beside its status as a world language) for German in Australian education. These can be summarised as follows: (1) linguistic background and skills of students studying German, (2) language and cultural resources provided by the local German speech community and (3) the relevance of the local community's characteristics, needs and values for those involved in German language learning and teaching in Australia.

3.6 Linguistic Background and Skills of Students Studying German

Since there is a sizeable German-speaking community in Australia, it is very likely that German is studied by a number of students who have a home background in the language. In the case of the German community in Australia, the notion of home background in the language is very diverse. The German language competence of children from a German-speaking background can range from native or native-like fluency in all language skills to limited competence in oral skills or to elementary comprehension skills. The group of (near) native speakers would be restricted to those students who have recently moved from a German-speaking country or who have had considerable exposure to German (language) education in a German-speaking country. The latter group is usually the only group with advanced literacy skills in the German language. Children and students who came to Australia at an early (pre-school) age or who were born in Australia do not usually have advanced literacy skills in German but may be fairly fluent in the oral use of German, depending on their exposure to German outside the school environment. In general, such children would use German to their parents and older speakers in informal settings so that they may lack both a peer group register and a formal register (e.g. they may generalise the use of 'Du'). It is also unlikely that they would be familiar with classroom discourse. Probably the largest proportion of students from a German-language background have good to reasonable comprehension skills in German but have limited oral skills. For some children with a home background in German, dialect and / or national language variation may be a problem (e.g. Swabian / Bavarian / Austrian and Swiss German). The extent of this problem is not as great as for Italian.

It is important for those teaching students with some home background in German to be aware of their language situation and language skills so as to avoid over- or underrating their competence in German. To that extent, it would be advisable that (future) teachers of German be informed about the process of second language acquisition as well as about the language ecology of German in Australia. This information should be part of any form of language teacher training (see Nicholas Report) or should be provided to teachers via in-service training. We therefore strongly support recommendation 50 of the Nicholas Report (1993:209).

> That State and Territory Higher Education Accreditation bodies agree that all preservice teacher education programs be required to include substantive compulsory segments on language, literacy, first and second language development (ensuring a balance of attention to the development of both oracy and literacy), cross-cultural communication, Australia's immigration patterns and language communities, the needs of

> students with language difficulties and curriculum for the development of bilingualism in school populations.

3.7 Language and Cultural Resources Provided by the Local German Community

The presence of German-speaking communities in most larger cities of Australia enables students of German at all levels to tap into that community's resources to enrich their language skills and cultural appreciation of German. This may include clubs and societies which have activities suitable for students (secondary and tertiary) to attend, access to a wide variety of videos, films and radio programs in German. In some cases, members of the German-speaking community are also willing to contribute further language input to students by visiting classrooms, talking to students and giving lectures (e.g. German week at Monash University). We believe that the value of a local German-speaking community is not fully realised by those who teach and learn German. There is more scope for cooperation between the two groups which will enhance the language input for learners of German and offer additional situations in which they could utilise their language skills.

3.8 The Relevance of the Local Community's Characteristics, Needs and Values For Those Involved in German Language Learning and Teaching in Australia

Students and teachers should not ignore the existence of a local German-speaking community in the teaching and learning of German. The German contribution to Australia has been considerable and should be acknowledged. In addition, some information about the migration reasons and patterns of German speakers will enhance the understanding of German speakers in Australia. It is also worthwhile discussing some aspects of language ecology and language contacts. This will enable both teachers and students (especially those with a home background in the language) to understand linguistic problems typical of contact situations. It is recommended that tertiary courses of German incorporate a component on German in Australia. It is unfortunate that such components are disappearing rather than increasing at tertiary level. We propose that the following parts of recommendation 50 of the Nicholas Report be extended to include programs in German Departments / Sections in Australian universities:

> be required to include substantive compulsory segments on language, ... second language development ... , Australia's immigration patterns and language communities, ...

and propose the formulation of Recommendation 4

Recommendation 4

We recommend that German Departments / Sections at tertiary institutions be required to make available to their students units or courses dealing with second language acquisition and attrition (German) and with the German language and speech community in Australia.

4.0 German, Australia and the World

4.1 Introduction

As a result of recent and current political developments, the position of the German language in Europe is in a state of flux. The unification of Germany and the recent events in Central and Eastern Europe render as precarious any definitive statements about the position of major European languages such as German in the emerging scenario. The tentative nature of some of the discussion in this section will therefore be noted. However, it would appear that the political and economic role of the German language in Europe has been and will continue to be greatly enhanced by these changes. This section looks briefly at the position of German as a world language in the light of recent events and considers the implications of this for Australia's economy and Australian education.

Of the estimated 5000[21] languages in the world, relatively few are considered 'international.' The factors which contribute to the status of a language as international are manifold and complex, including among them the numerical strength of the language community and the number of countries in which the language is used officially. It is clear that the status of a language is an integral factor in constructing demand for it as a subject in schools and universities. Demand for a language increases with its increasing internationality. A language which has a large number of speakers, which has prominence in terms of culture, science / technology, business / trade and tourism will undoubtedly hold greater attraction for learners than those with lesser prominence. We have earlier noted the increasing numbers of students of German at the tertiary level which, we believe, can be attributed to the rising economic and political significance of Germany (and thus German) in Europe.

In our consideration of German as a world language, we draw heavily from research by Ulrich Ammon. His recent publication, *Die Internationale Stellung der deutschen Sprache* (Ammon 1991) is a most detailed and comprehensive study of the German language. The volume contains a wealth of data which we have not attempted to include or to summarise in this report. The interested reader is referred to this source. An important element in Ammon's study is that it offers the beginnings of a quantitative method by which to assess the international status of a language. While cautioning the incomplete nature of the list and highlighting this as an area for further research, Ammon proposes the following indicators of internationality:

1. the number of countries using the language officially;
2. the size of the 'mother tongue community';
3. the number of second / foreign language learners;
4. the economic strength of the language; and
5. 'Communicative events' ('Kommunikationsereignisse') in the language, including radio programs, academic publications, number of

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[21] This figure is from Ammon (1991:1), who notes that estimates of the number of languages have been put as high as 5781.

citations from academic publications in the language, use of the language in international conferences, etc.

We will consider and draw upon these points in the following discussion of the position of German as a world language.

4.2 German as a World Language

4.2.1 Countries Where German has Official / Regional Status

German has national or official status in 6 countries: Germany, Austria, Liechtenstein, Switzerland, Luxembourg, Belgium and Italy. In the first three countries German has solo-official status; in Switzerland and Luxembourg it has co-official status. In the two last mentioned countries, German has regional official status in the eastern border areas of Belgium and South Tyrol respectively.

German is a pluricentric language - it has a number of autonomous national varieties: German, Austrian, Swiss and Luxembourgian. The Austrian, Swiss and Luxembourgian national varieties differ from the German one in lexicon and phonology as well, to a lesser extent, in morphology and syntax, pragmatics and semantics. The di- or triglossia[22] and multilingualism of two German-language countries, Switzerland and Luxembourg, adds a unique perspective to the pluricentricity of German (Clyne 1992:57).

Switzerland has four official languages, distributed on the territorial principle, with German being used by 74% of Swiss citizens. In Switzerland, German stands in a diglossic relationship with Swiss German dialects: both have separate functions. The dialects are used in everyday communication throughout the German language cantons (regions), whilst Standard German is used for some functions in most public domains such as the Parliament, education, church and the mass media and as a written language. There is, however, an increasing tendency to use Swiss German in situations and for functions previously reserved for Standard / High German.

In Luxembourg there are three official languages - Letzebuergesch, the mother tongue and language of everyday communication (based on Mosel-Franconian dialects), Standard German, and French. The entire population of Luxembourg employs the three languages according to rules which take into account domain, social distance and social class, with German chiefly a written language (for further details, see Clyne 1984 and Clyne 1992).

There are also German-speaking minorities in European countries such as Rumania, Hungary, Slovakia, the former Soviet Union and Yugoslavia and France (Alsace-Lorraine); in Namibia (the former German South West

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[22] Diglossia is the functional differentiation of two language varieties within the same speech community.

Africa) and in immigration countries such as the USA, Canada, Brazil, South Africa and Australia.

4.2.2 Estimated World Population of German Speakers

Mother tongue speakers

An important indicator of the status of a language is its numerical strength in terms of speakers. It is clear that there is a positive correlation between the number of mother tongue speakers of a language and its international position. As Table 45 reflects, only languages with larger speech communities are those which play a significant role internationally. However, this factor alone is insufficient as an indicator of status: languages such as Bengali and Hindi, for example, have large mother tongue communities and yet are less significant internationally than, for example, German, which has a smaller number of mother tongue speakers.

Language	Mother tongue speakers in millions
1 Chinese	1000
2 English	350
3 Spanish	250
4 Hindi	200
5 Arabic	150
6 Bengali	150
7 Russian	150
8 Portuguese	135
9 Japanese	135
10 German	100
11 French	70
12 Panjabi	70
13 Javanese	65
14 Bihari	65
15 Italian	60
16 Korean	60
17 Telugu	55
18 Tamil	55
19 Marathi	50
20 Vietnamese	50

Table 45
The Top Twenty Language in Terms of mother-tongue speakers (millions)
Source: adapted from Stanley et al (1990:47)

Estimates of the number of mother tongue or first language (L1) speakers of German vary depending on the source. Ammon's (1991:38) estimate is 96-98 million although he quotes other sources which put the figure at between 92 million and 120 million. The variation in these estimates may arise from differing interpretations of census statistics and, frequently, the lack of specific questions on language use in censuses or the differences in wording of these where they exist.

Table 46 shows numbers and distribution of L1 speakers in the countries where German has national or official status:

Country / Region	Speakers
Germany	77,981,000
Austria	7,604,000
Switzerland*	4,141,000
Liechtenstein	28,000
Italy (South Tyrol)	280,000
Belgium (east)	66,000
Luxemburg*	372,000
Total	90,473,000

Table 46
L1 speakers of German: German-speaking countries / regions
Source: adapted from Ammon (1991:36)
**Note: one could argue that the L1 is Swiss-German and Letzebuergesch respectively.*

Table 47 shows estimates of the number of L1 speakers outside areas where German has official status. (These figures are estimates by Ammon (1991); the Goethe Institute estimates the number at more than 10 million.)

Country	Speakers
Argentina	300,000
Australia	109,000
Belize	3,000
Bolivia	11,000
Brazil	500,000 - 1,500,000
Chile	20,000 - 35,000
Denmark	20,000
Ecuador	2,000 - 3,000
France (Alsace-Lorraine)	1,200
Israel	96,000
Canada	439,000
Columbia	10,000 - 12,000
Mexico	50,000
Namibia	20,000
Paraguay	125,000
Peru	5,000
Poland	1,100,000 (?)
Rumania	200,000 - 220,000
CIS	1,104,000
South Africa	41,000
Czech and Slovak Fed. Rep.	62,000
Hungary	220,000
Uruguay	8,000 - 9,000
USA	1,610,000
Venezuela	25,000
Total	6,270,000 - 8,409,000

Table 47
L1 speakers of German in other countries
Source: adapted from Ammon (1991:37)

L1 speakers of German in official German-speaking countries / regions	90.5 million
L1 speakers of German in other countries	8 million
Total	98.5 million

Table 48
Total number of L1 (mother tongue) speakers of German

Numbers of second / foreign language speakers

It can be assumed that the greater the number of speakers of a language - including those who speak it as a second or foreign language - the greater the instances of contact between speakers of the language in different countries. The greater the number of speakers, the greater the number of 'communicative events' likely to take place in that language. The difficulties in estimating the number of speakers in this category will be apparent. At what point can one say that a student who has learnt German at school, for example, is a 'speaker of the language'? For how many years after completing school or university study of the language can this label still apply?[23] There are difficulties, too, with estimating the number of speakers of the language who have not engaged in any formal study but have picked the language up through self-teaching and / or travel. Ammon considers the issue at length before arriving at the following figure for German:

Estimate of numbers who have learned / are learning German as a foreign language	40+ million

Table 49
Number of learners of German as c foreign language
Source: Ammon (1991:39)

Ammon (1991: 142-146) quotes statistical data which demonstrate the strong standing of German as a foreign language in Eastern Europe. He notes that since the break up of the former Soviet Union - where Russian had been the compulsory foreign language of the school curriculum - German has increased quite markedly as a preferred foreign language. In the Czech Republic, German was elected by more primary school students than any other foreign language 50% of students chose German and 40% English. At secondary level both German and Russian were each chosen by 30% of students, with 40% opting for English. In Slovakia the position of German is even stronger, being elected by 55% of students. Interest in the language is also solid in Poland, with 44% of upper secondary students learning German, although the numbers learning English are higher. The retraining of large numbers of Russian teachers in Hungary as teachers of German is described by Elsaesser and Dreyer (1991:22).

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[23] Ammon (1991:34-36, 39-40; also chapter 12) discusses the problem at length and explains in detail his methods of calculation for the number of learners of German as a foreign language.

4.2.3 Economic Strength of German

Apart from the number of speakers of a language, another important indicator of the international position of a language in Ammon's framework is its 'economic strength' (ökonomische Stärke). This refers to the economic power of its language community. It is likely that the international contacts made by speakers of a particular language will increase according to the financial means at their disposal. The greater the economic strength, the greater the number and kind of international contacts and support - including corporate links, overseas study, scholarships for foreign students, tourism, etc. These types of activities contribute to reinforce the international position of a language.

Using calculations based on the Gross Domestic Product (GDP) and the number of speakers of the language, Ammon arrives at the following results:

Country	GDP by language ($ billions)
1. English	4,271
2. Japanese	1,277
3. German	1,090
4. Russian	801
5. Spanish	738
6. French	669
7. Chinese	448
8. Arabic	359
9. Italian	302
10. Portuguese	234

Table 50

Economic strength of German in relation to other languages.
Source: (billions $) Adapted from Ammon (1991:49)

It is clear that on measures of economic strength, German rates higher than on measures of only numerical strength. The economic strength of the German language clearly enhances its status as an international language.

4.2.4 'Communicative Events' in German

The scope of this report prevents the detailing or even summarising of the enormous corpus of data assembled by Ammon in relation to this area. Information on German-language media throughout the world - including radio, newspapers and periodicals, book production, book translations and vocal music can be found in this volume. Ammon also assembles the available data on the language of abstracted, cited and actually published articles in various disciplines. It is clear that German is used in a wide variety of domains in a large number of countries, further supporting its role and status as a language of world significance.

English has now assumed a dominant role in scientific and technological publications, with German maintaining third position behind English and French in many humanities and social sciences. 'Applied' sciences use

German more than 'pure' sciences. German is still the preferred language of non-native scholars in the former Eastern Bloc countries.

German is an official language in a number of international organisations, including:

- CERN (European Organisation for Nuclear Research)
- EC (European Community)
- EMBL (European Molecular Biological Laboratory)
- EPO (European Patent Organisation)
- ESA (European Space Agency)
- ILO (International Labour Organisation)
- OECD (Organisation for Economic Co-operation and Development): Ministerial Council
- United Nations: General Assembly and Security Council (document language)
- UVOP (Union pour la protection des obtentions vegetales)

Source: Veit (1988:41-42)

4.2.5 German as a Cultural Language

The German language clearly occupies a prominent place as a 'cultural' language in world terms. Taking a broad definition of 'culture', the contribution of German-speaking countries to philosophy, music, the arts, literature, the humanities and related fields has been and continues to be of great significance to the development of those areas. In the context of this report, it is futile to attempt even a superficial description of the magnitude of this contribution. German's status as a cultural language of world significance is reinforced by the many specialist courses offered to students of, for example, music, philosophy and the arts who need at least a reading knowledge of German in order to gain access to important German language contributions in their fields.

4.2.6 German as a World Language: Summary

German is an important world language in terms of its numerical strength and its economic strength. It is widely employed in a large number of domains and continues to play a prominent role in international economic, scientific and cultural relations. The unification of the two Germanies and the political changes in Eastern Europe appear likely to enhance the position of the German language. The economic strength of a united Germany and the opening up of the markets in eastern European countries will give further impetus to German, which is both the language of a European superpower and a lingua franca widely spoken in the emerging eastern European states. We have previously noted the difficulty in delineating more precisely the likely future role of German and other languages in a rapidly changing Europe. This is the subject of much discussion and speculation in German government circles, in the German media and among language teachers and educational planners all over the world. An interesting survey conducted by Haselhuber (quoted in Ammon 1991:138) of assisting personnel in the organisations of the European Community found that 69% believed that the significance of German would be increased by the reunification of the country. Another question asked respondents to nominate which languages would be in an enhanced position if Czechoslovakia, Poland and Hungary were to enter into the EC: 53% nominated German, 32% English and 17% French. Ammon quotes press reports from the USA which describe the increasing popularity of the language since unification. In this report we have noted similar trends in the tertiary sector and in the secondary sector in some states in Australia. We predict that the patterns of increasing interest in the language will continue to strengthen as events in Europe unfold and that the downward movement of numbers learning German in the government sector in states such as New South Wales and Western Australia will begin to reverse as the full implications are realised. As was observed in a recent article on Germany in *The Age* newspaper:

> The new power of 80 million people at the heart of a rapidly changing continent ... will go on to widen and deepen its economic dominance of a Europe whose other big nations are slipping behind ... Germany possesses all the resources to equip itself as the one genuine superpower in Europe.[24]

4.3 Australia's Trade with German-speaking Nations

4.3.1 The Role of Languages in Trade

The relevance and importance of proficiency in the languages of our trading partners has recently received increasing attention, as evidenced by reports such as that of Valverde (1989) and Stanley et al. (1990). These reports argue strongly that foreign language skills are fundamental to accessing and successfully permeating markets in non-English speaking countries - a crucial arena for an Australian economy addressing its poor export performance. The notion that English is the lingua franca of business people throughout the world persisted in English-speaking countries such as England and Australia until quite recently, and, it would appear, is still prevalent among a large proportion of Australian business people. Stanley et al. (1990: 19) survey of the attitudes of business people to the need for foreign language skills revealed that:

> ... the majority of businesses sampled had relatively little interest in improving the language capabilities of their staff; felt that languages were not a significant obstacle to their trading activities and already saw themselves as effective exporters.

The report presents one of the central issues in the problem of poor penetration of overseas markets and poor export performance amongst Australian companies as the lack of awareness among many business people of the difference which foreign language skills could make to dealings with foreign companies:

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[24] 'Birth pains of a superpower' by Graham Barrett: The Age 26th September 1992.

> The businessman is monolingual and probably has had very little experience of language learning. His lack of another LOTE and lack of awareness of another culture particularly, mean that he is simply unable to understand that activities and the business environment can be conducted and experienced in a very different way and according to a very different set of rules and perceptions. To convey a sense of this difference is akin to explaining colour to someone who is colour blind. It cannot be known at an intellectual level, it has to be experienced to be understood. (Stanley et al 1990:19)

The insights one gains into the mentality and culture of another group of people through knowledge of their language are clearly assets - they contribute a great deal to creating goodwill and therefore a foundation upon which business negotiations can be initiated and maintained. It is natural to expect that clients would prefer to negotiate in their own language. This is true not only of countries such as Japan and the Chinese-speaking nations, but applies also to markets within the European Community and elsewhere. To cite a frequently quoted phrase used by the German Minister of Economics to the British: "If you want to buy from us, there is no need to speak German, but if you wish to sell to us ..." (quoted in Niebel 1988:37). It is clear that Australian business people must give greater attention to the benefits and advantages to be gained by knowledge of the languages of their potential trading partners. Such benefits are well recognised by successful exporting nations such as Germany and Japan. It is interesting to note an increase of approximately 56% in the number of Japanese enrolled in German language courses with the Goethe Institutes in Germany in the period between 1987 / 88 and 1990 / 91. The number of Koreans in these courses increased approximately 250% in the same period.[25]

4.3.2 Statistical Data

Germany is one of Australia's major trading partners and is its second largest export market within the European Community. Bilateral trade in 1990 / 91 was worth approximately $4.2 billion. In 1990 / 91 Germany was Australia's eleventh largest export market: Germany was Australia's fourth largest supplier of imports after the USA, Japan and the UK.

Australia's trade balance with German-speaking countries overall is negative, with imports from Germany more than double the amount of exports. Seven per cent of Australia's total imports in 1990 / 91 were from Germany (in 1985: 6.6%; in 1984: 5.8%). In 1986 / 87, Australia's imports from Austria totalled $ 141,522,000 with exports to that country for the same period valued at $12,149,000.

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[25] Goethe Institute Jahrbuch 1987 / 1988: 211; 1990 / 91:238.

Australia's trade with Germany ($'000)	1988-89	1989-90	1990-91
Exports	1,111,529	1,258,848	1,058,618
Imports	2,971,476	3,442,057	3,114,831
Excess of Exports	-1,859,947	-2,183,209	-2,056,213

Table 51
Australia's trade with Germany
Source: Department of Foreign Affairs and Trade

Australia's principal exports to Germany include base metals (21%), wool (18%), iron ore (11%) and internal combustion engines (12%). Australia's principal imports from Germany are passenger motor cars, non-electrical machinery and parts, specialised machinery, medicinal and pharmaceutical products, paper and paperboard.

4.3.3 The Importance of German Language Skills

The enormous imbalance in the trade relationship described above suggests that there is great potential for Australian export trade with Germany which is not yet realised. Australian exports as a whole have been and continue to be dominated by primary products such as wool, coal and ores. The lack of a manufacturing base has been highlighted in a number of recent reports which emphasise or implicitly recognise the need for Australia to develop an 'export culture' or a 'new manufacturing culture.'(Stanley et al. 1990:27). The process which needs to be set in train in order to facilitate Australia's development towards a more export oriented economy is a complex one. However, it is clear that central to success in exporting manufactured goods are both familiarity with foreign cultures and an ability to communicate within them. The degree of linguistic competence required to sell the types of products which Australia must begin to produce and export is very high. Sophisticated, value-added products and services require far greater efforts to sell than simple commodities. To be successful, Australian manufacturers must be able to compete. Part of a competitive edge must be competence in the language of the potential buyer. The massive German economy is an enormous potential market for Australian products. German language skills must be seen as a vital asset in accessing not only that market, but those in Eastern Europe where German is widely spoken.

A document available to companies from the Department of Foreign Affairs and Trade highlights potential export niches for Australian business people seeking to establish markets in Germany. These include the development of differentiated products, possibly services, information intensive goods, and also value added farm products. The development of alternative energies, environmental management and pharmaceutical products is also seen as having potential for the Australian exporter to Germany.

Furthermore the development of the potential for Australian exporters to capitalise on the requirements of many Germans for 'clean' produce and for environmentally sound technologies is undoubtedly enormous. High level German language skills will be an essential pre-requisite for success in any such ventures.

The same document also points out that the unification of Germany means new business opportunities in the eastern part of the country and suggests that Australian companies should exploit this avenue for gaining entry into the EC and Germany. It would appear indicative of the much lamented malaise in Australian business that a seminar organised by the German-Australian Chamber of Commerce and Industry inviting 800 Australian companies to explore business opportunities in this area, which it billed as "Europe's most dynamic growth area", received only 26 acceptances - 13 each from Melbourne and Sydney - and thus did not go ahead.

Australians are gradually awakening to the importance of foreign language skills to successful penetration of overseas markets. The increasing strength and importance of the German language in the new Europe has been highlighted in a number of areas of this report. The importance of German language skills cannot be underestimated - such skills are the key with which Australia can begin to unlock both the enormous German market within the European Community and the emerging newer markets in eastern Europe.

4.4 Tourism

Germany is seen by the Australian Tourist Commission as a strong growth market for the 1990s. According to a recent article in *The Age* newspaper, the number of German tourists increased by 25% in the year from November 1990 to the same time in 1991. The article quotes the Minister for Tourism and Resources, who noted that the increase in visitors from Germany and Europe was good news for the tourist industry as visitors from Europe had the highest average spending per trip.[26] Especially older tourists and group travellers would be in need of German language assistance during their visit to Australia. The tourist industry would benefit from employing personnel with a knowledge of the German language.

Country	1989	1990
Germany	68,100	74,200
Austria	9,200	9,600
Switzerland	27,400	29,500

Table 52

ABS statistics: Short term movement: Arrivals of overseas visitors

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[26] The Age, 4th February 1992. 'Immigration down but tourism near record levels' by Nicholas Johnston and Margaret Easterbrook.

5.0 Conclusions and Recommendations

5.1 Summary of Findings

Despite various limitations affecting its scope and depth, this report on the role of German in Australian education and in Australian society has gathered sufficient data to obtain an insightful profile of the situation of the language in Australia. In this section we summarise our overall findings and impressions of the role and status of the German language in Australian education and Australian society. Secondly, we provide some concluding remarks relating to the main issues dealt with in this profile, i.e. the numerical strength of German in Australian education and qualitative issues relating to German in Australia. We list the specific recommendations made about German language teaching and learning. We remind the reader that throughout the report we have also indicated our support for recommendations made by other recent enquiries into language teaching and learning in Australia.

In summary it can be said that the present position of the German language in Australian education is a relatively strong and healthy one. The numbers of students taking or enrolled in German language courses are on the increase in most states (especially in the government and independent sectors), the availability of German as a LOTE in primary, secondary and tertiary education is also increasing, the range and variety of programs is substantial, the infrastructure for the teaching of German is solid in many states, and German is listed as a priority language in language education policies around Australia. This present 'healthy' status of German in Australian education can in part be attributed to a complex interplay of factors characterising the teaching and learning of German in Australia.

These include:
- its long history in and association with Australia as a language spoken by a substantial minority in the community and as a 'traditional' (foreign) language in education,
- its historical links with a local German-speaking community,
- its association with an increasingly prominent economic power,
- its multifaceted nature which results in the language attracting students from a wide variety of disciplines and with a wide variety of motivations,
- the support of strong lobby groups promoting the language, and
- its recently proclaimed status as a 'priority language' in every state of Australia and in the ACT.

We believe that the rather chequered history of the German language and German language teaching may also have contributed to its present stronger position. In the two hundred years of white settlement, German has experienced many ups and downs. Its status in Australian society and education has fluctuated from being a language associated with a respected minority, a cultural language, to one linked to the enemy and later to a language of an economically strong nation and an important trading partner of Australia. These diverse views on and attitudes towards German as a language in Australia have at times affected the availability and the nature of German language education in Australia, e.g., the onset of the First World War led to the closure of bilingual German-English schools and negatively affected the use of German as a community language in Australia. Another example would be the sudden recent growth in Business German courses at tertiary level as a result of the recognition that German is also an important trade language in the world. We posit that through these status fluctuations over the years, the German community and those supporting the teaching of German have gained valuable experience in identifying important factors positively or negatively affecting the status of a LOTE in Australian education. As such they may be better prepared than some other LOTE groups to deal with sudden changes in the teaching or offering of German / LOTE. Nevertheless in more recent times the position of German has been relatively stable. For example, German has not been subject to the same extent as some other languages (e.g. Indonesian, Japanese) to fads in language offerings. This is in part due to its broad appeal as a community language, a trade or economic language, a cultural language, a language for science, an important world language and lingua franca.

The report also identified a number of problematic issues affecting German in Australian education. Some of these issues are not unique to the situation of the German language but also affect the teaching and learning of other LOTEs. Although the growth of German in the primary sector is a very positive development, the benefits of introducing German at that level may not be fully realised because of some acute problems in this area. They include, among others, the dramatic shortage of primary school teachers for German (and in some cases, post-primary), the lack of appropriate preservice training for primary teachers of German, the lack of clear guidelines concerning German language offerings at primary level (e.g. number of hours, levels of proficiency, methodology), a range of problems associated with transition from primary to post-primary German language study, a shortage of adequate texts and resource materials for the primary level (especially for content-based programs). In the area of post-primary-secondary language teaching the proficiency levels of a substantial group of German teachers were identified as a problematic issue. Many teachers in their self-assessment of their language skills indicated a significant lack of confidence in performing a number of tasks in German. The lack of support from school authorities (e.g. principals) and non-LOTE colleagues was also raised as a problem for German teachers as was the constant battle to justify the teaching of German vis à vis other subjects or other languages (e.g. Japanese). The problems identified for the tertiary sector were very similar, if not identical to those mentioned in the Leal Review on languages in higher education. Amongst the most pressing concerns were the students' limited exposure to German (hardly sufficient to gain basic competence in the language), the issue of mixed ability (how to cater successfully for both advanced and beginners in the same class or course), the limited language methodological training of language staff, and the limited cooperation between German Departments and Education Faculties with regard to the training of German language teachers.

Some problematic issues are currently receiving attention or are being addressed by relevant agencies, either on the broader level of LOTE teaching (e.g. the training of LOTE primary teachers) or on a German-specific level (eg. workshop on tertiary teaching materials to be organised by the Goethe Institute). However, we urge German teacher associations, lobby groups and support agencies to exert pressure on relevant bodies or to initiate action with regard to those areas of German language teaching which we have identified as problematic. The future strength and stability of German language teaching will partly depend on such action.

5.2 Concluding Remarks and Recommendations

5.2.1 Quantitative Issues

The survey on numbers of students enrolled in German programs and courses at primary, secondary and tertiary levels throughout Australia revealed that the study of German is on the whole on the increase. The biggest increases were recorded at the primary level with the most significant ones being in Queensland, South Australia, Victoria and the ACT. The figures for the secondary sector are less clear-cut because there is greater variation in trends across systems and states / territories: in government schools numbers of students taking German over the past five years have increased in South Australia, have remained steady in Victoria, Queensland and to some degree in Tasmania, and have decreased in New South Wales and Western Australia. However, an increase, in some cases marked, has been recorded for numbers taking German in independent secondary schools in Queensland the ACT, New South Wales and Western Australia. Although some Catholic schools do teach German, the numbers of German students and courses are not very high. Figures for Year 12 enrolments have remained relatively steady over the past five years. Due to the great difficulty of accessing numerical information about German at (university) tertiary level, we managed to obtain data only for nine out of fifteen universities teaching German. For six out of nine universities significant rises in student numbers have been recorded over the past two to five years. In some cases (e.g. the University of Adelaide) it is mainly the beginners courses which have experienced an increase with a fluctuating demand for the post -Year 12 courses. Only the University of Sydney shows a decrease in student numbers between 1989 and 1991. The TAFE and 'private' language sectors present a rather mixed picture. Both sectors are much more vulnerable to market demand: in the TAFE sector some German course offerings were reclassified as hobby courses affecting their enrolment, and world events (e.g. the reunification of Germany / the screening of the Olympics) had positive and negative effects on the enrolments in private language schools.

Considering the above trends in German enrolments over the past five years, there is reason to believe that the position of German will strengthen in future years provided that the problematic areas identified in this report will be addressed soon. This is especially so for the provision of adequate transition measures from primary to secondary level.

The report's recommendation with regard to quantitative issues concerned the lack of adequate data recording procedures for numbers of students, teachers and courses in German (LOTE).

Recommendation 1

We urge the NLLIA to recommend to Education Departments across Australia that a national forum be created to examine gaps and discrepancies in databases on language teachers and LOTE students and to propose a system of record keeping which will facilitate effective LOTE planning.

5.2.2 Qualitative Issues

Our examination of qualitative issues in relation to German revealed both positive and negative aspects of the status and position of German in Australian education. On the positive side, we found that German is a priority language in all states and territories except for NT and is a very well resourced language in terms of support staff and agencies (e.g. German language advisers provided by the German Government, German scholarships provided by the German Government, active and committed teacher organisations) as well as materials (with the possible exception of primary school texts). Furthermore, German was one of the pioneer languages in the introduction of LOTEs in the primary schools. It played and still plays an important role as a model in the development of second language and immersion programs in Australia. On the negative side, the self-assessed language proficiency of German teachers revealed that a substantial group believed they have insufficient skills in German to cope with the demands of communicative language teaching. Another major concern for German is also related to the strong position of German in the primary sector: the problem of transition from the primary to the secondary level, especially the lack of guidelines regarding the expected proficiency levels of students exiting from primary German programs, the lack of attention given to catering for students' previous experience with language study and the lack of continuity in methodology.

In light of these observations we proposed the following recommendations, with regard to the issue of transition:

Recommendation 2

We recommend that the NLLIA bring this report on transition in German to the attention of the appropriate committees and organisations involved in German language teaching (e.g. Ministries of Education, Catholic Education Offices, Independent Schools Board, German Language Teacher Associations, Goethe Institute) in order to discuss the matter and instigate appropriate action with regard to the following issues of transition:

1. **establishing proficiency levels for primary German language programs;**
2. **catering for mixed ability classes at post primary level;**
3. **catering for students from 'immersion' or 'content-based' programs;**
4. **provision of teacher training relating to these issues.**

With regard to the urgent need for development of resources at primary level we formulated the following recommendation:

Recommendation 3

We recommend that German Teacher Associations in Australia in conjunction with the Goethe Institute and the appropriate branches of the Ministries of Education organise a forum funded by the Ministries of Education to identify the resources and materials needs of primary teachers of German and commission a nation-wide survey of existing materials used in or useful for Australian schools, especially those relating to content-based programs. We furthermore recommend that this forum look into the possibility of resource-sharing across states and territories.

5.2.3 German as a Community Language in Australia and as an Important World Language

Our survey of German in Australia has clearly shown that German is a well-established community language with a long history. Although the German language is not maintained as well as some other community languages, there is still a sizeable community of first and second generation German speakers who use the language in a variety of domains. There are some implications of the community language status of German: (1) the needs of students with a linguistic background or skills in German have to be taken into account in German courses, (2) language and cultural resources which can be provided by the local German speech community in German language courses should not be overlooked and (3) the need to recognise the relevance of the local community's characteristics for those involved in German language learning and teaching in Australia. We therefore proposed the following recommendation:

Recommendation 4

We recommend that German Departments / Sections at tertiary institutions be required to make available to their students units or courses dealing with second language acquisition and attrition (German) and with the German language and speech community in Australia.

Finally the discussion of the status of German as a world language has shown that German ranks quite prominently amongst the world's important languages. The fact that German is an important language in a variety of areas, such as science, the arts, literature, culture and trade enhances its appeal as a valuable second language for Australians to learn. The present political and socio-economic changes in parts of the German-speaking world so far seem to have had a positive effect on the learning of German in Australia, especially at tertiary level.

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Appendix B Scholarships and In-Country Education

Goethe Institute Scholarships

The Goethe Institute offers approximately 50 scholarships each year in Australia. These include 33 language course scholarships, 15 study tour scholarships, plus a number of occasional individual scholarships for Dip. Ed. Lecturers, Primary Teachers, and other persons involved in education. Full details can be obtained from the Goethe Institute.

The *Language Course Scholarship* comprises an 8-week language course at a Goethe-Institut in Germany. It includes tuition fee, accommodation, some meals, living allowance and insurance. Travel expenses are not included. These are offered to tertiary students of German, Diploma of Education students, teachers of German, and persons working in education or cultural exchange between Australia and Germany.

Course Dates: December / January
Applications close 15 July.

Scholarships for a *Study Tour and Course in Germany* are available to teachers of German in secondary schools. These comprise a 1-week tour of Germany, and include accommodation and breakfast, plus allowances toward the airfare (currently DM1600).

Courses Dates: January / February
Applications close 15 April.

Berlin Seminars - for teachers of German to attend a 1-week information seminar in Berlin, on German history and politics, education, media, employment and literature. The scholarships includes seminar, accommodation, meals and cultural program. Travel expenses are not included, and successful candidates have to pay a registration fee of DM 150,-.

Course dates: Weekly from Sunday to Saturday.
Three deadlines for application: mid- November, beginning of February and beginning of July.

German Academic Exchange Service Scholarships (DAAD)

The German Academic Exchange Service is a self-governing organisation of the universities in the Federal Republic of Germany.

"Study and Research" - Full grants for Graduate Students (12 months):
Purpose: Graduate studies at a German university, research in connection with doctoral dissertation, post-doctoral studies. Duration: one year starting in October or April; for those who study music or painting, starting in October. Eligibility: Bachelor degree or its equivalent. Age: 18-32. A working knowledge of German is required of those who study arts; others may receive additional language training prior to the scholarship. Stipend: Maintenance, international travel, tuition, etc. Deadline: June 20.
Application forms can be obtained from and should be submitted to:
Embassy of the Federal Republic of Germany, Empire Circuit, Yarralumla, Canberra ACT 2600.

Research Grants - Short Term Visits for PhD candidates and recent PhD's (2 to 6 months)

Purpose: Dissertation or post-doctoral research. Eligibility: Recent PhD's (up to 2 years after degree) and PhD candidates. Age limit: 32 for PhD candidates, 35 for recent PhD's. Stipend: Monthly instalment of DM 1490, -, international travel subsidy. Deadline: Nov 30 at DAAD Bonn. Application forms can be obtained from and should be submitted in advance to this deadline to: Embassy of the Federal Republic of Germany, Empire Circuit, Yarralumla, Canberra ACT 2600.

1-Semester German Studies

Purpose: 1 semester at a German University or general German studies. Eligibility: Students in their third year of German studies towards honours degree. Stipend: Maintenance of DM 900 per month, lump sum towards international travel costs. Deadline: 1 August.

Application forms can be obtained from and should be submitted to: Embassy of the Federal Republic of Germany, Empire Circuit, Yarralumla, Canberra ACT 2600.

IAESTE - Program (approx. 3 months)

Traineeship for students of engineering sciences, natural sciences, agriculture and forestry. Eligibility: Previous practical experience and working knowledge of German. Compensation: Maintenance allowance DM900. - minimum. Further information and application forms can be obtained and should be submitted to: IAESTE, PO Box 28, Parkville, Victoria 3052.

Study Visits

Purpose: Research project in the Federal Republic of Germany lasting up to 3 months. Eligibility: At least 2 years post-doctoral teaching experience at a university and / or research. Invitations by German institutions or professors should be submitted together with the application. Grant: monthly allowance, but no international travel. Deadline: Nov 30 at DAAD Bonn. Application forms (blue) can be obtained from and should be submitted in advance to this deadline: Embassy of the Federal Republic of Germany, Empire Circuit, Yarralumla, Canberra, ACT 2600.

Information Visits by Groups of Professors and Students

Purpose: to increase the knowledge of specific German topics and / or institutions within the framework of an academic study tour. Eligibility: Groups (min. 10 persons, max. 30 persons) of professors and students affiliated with an accredited institution in Australia. Support: Program arrangements, financial assistance on per person / per diem basis. Duration: Min. 7 days, max. 21 days. No tour organised for July and August. Application forms can be obtained from and should be submitted to: Embassy of the Federal Republic of Germany, Empire Circuit, Yarralumla, Canberra ACT 2600.

Deutschlandkundlicher Winterkurs at Freiburg University (7 weeks)

Purpose: German studies course (in German), providing language instruction and concentration on historical and cultural aspects of contemporary Germany. Eligibility: Students from all fields in their third year of college level education and junior faculty. 2 years of college level German at time of application. Age: 19-32. Stipend: course fees and living expenses. Deadline: Aug. 1. Application forms can be obtained from: Heads of Departments of German at universities in Australia; the German Embassy in Canberra, or the DAAD, Referat 31, Kennedyallee 50, D-S300 Bonn 2. Completed applications must be returned directly to the DAAD in Bonn.

Sonnenberg Scholarships

For teachers of German, offered by the BVA / ZFA (Federal Agency for the Teaching of German Abroad).

The scholarship comprises of a 2-week seminar at the Sonnenberg Centre in the Upper Harz Mountains, 1 week teaching experience at a German secondary school, and an experience of Berlin and one other major German city for one week each. All costs are covered by the scholarships.
Details are available from the German advisers.

PAD Scholarships

Scholarships are made available by the PAD (Pedagogical Exchange Service) for secondary students of German (minimum age 16 years) for a 4-week study tour to Germany in August, all expenses paid. The students join an international group in Germany, travelling and spending some time with a German host family while attending school.
Details are available from teachers of German, or your nearest Goethe-Institut.

SAGSE Scholarships

The Society for Australian-German Student Exchange offers annual scholarships to students of German in Years 11 and 12 to travel to Germany and stay with a host family from early December to mid-February. Scholarship winners attend the German school, excursions are also organised.
Detailed information and application forms are sent out in April to schools offering German. Applications must be submitted through the schools.

AGA Fellowship

The Fellowship is made available jointly by the Australian German Association, the Goethe-Institut and with the support of Lufthansa German Airlines to outstanding young Australians who have completed a degree. The Award is designed to enable the chosen candidate to enhance the existing Australia German relationship through his or her particular sphere of career interest and activity.

The Fellowship covers a period of 12 weeks, comprising of an 8-week language course at a Goethe-Institut in Germany, followed by 4 weeks of visits to appropriate centres of education, business and / or culture. Travel expenses, accommodation and meals are covered by the award.
Details and application forms are available in June each year from the Goethe Institut.

Humboldt Programs

Research Fellowships
to highly qualified foreign scholars up to the age of 40 and holding doctorates; enabling them to undertake long-terms periods of research in Germany.

Research Awards
to internationally recognized foreign scholars.

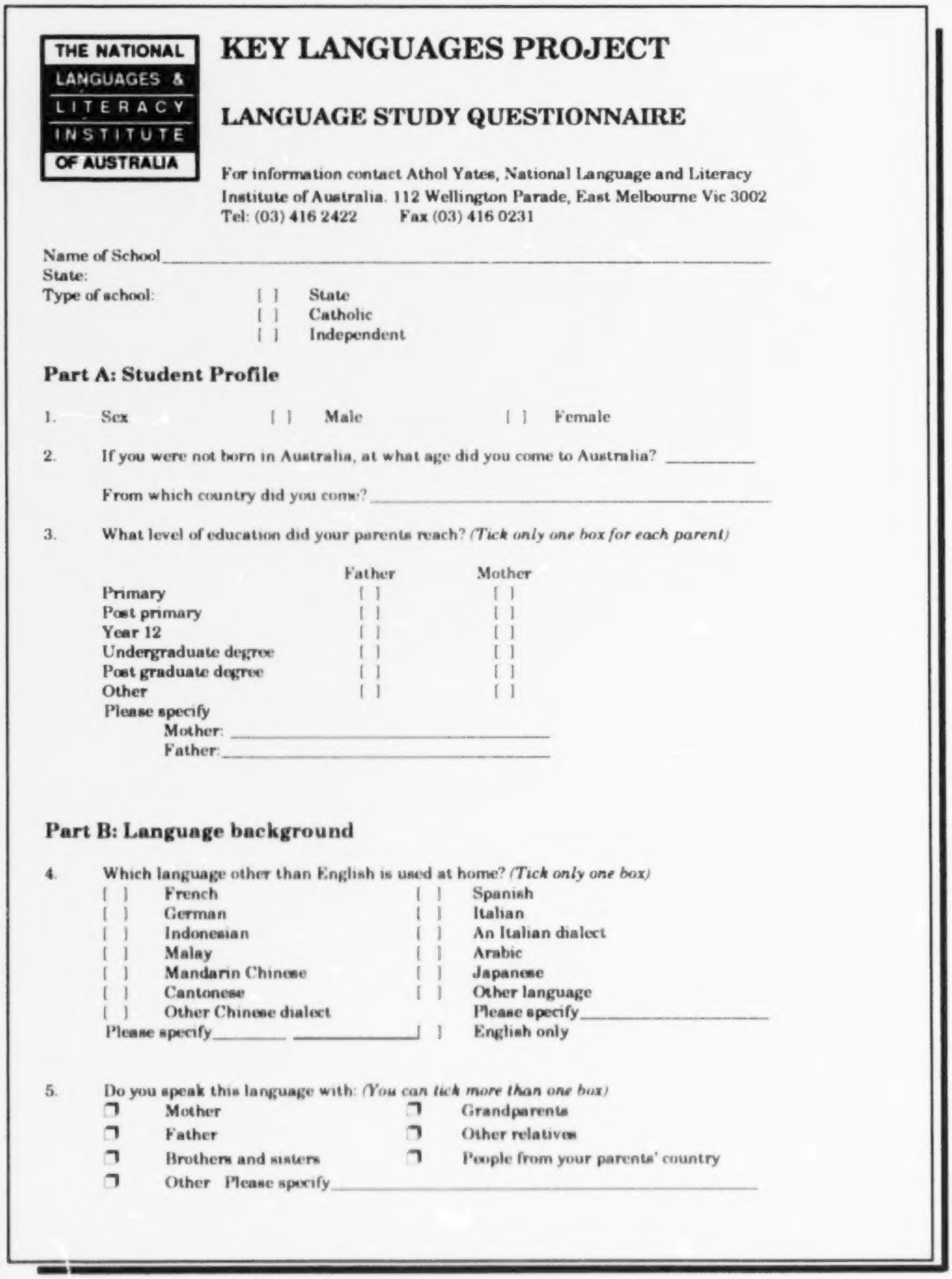
Max Planck Research Awards
for cooperation between German and foreign scholars.

Research Fellowships for special purposes
Further information is available from:
Alexander von Humboldt-Stiftung
Jean-Paul-Str 12
W-5300 Bonn

Appendix C People Contacted

Reinhard Alter, Department of German, University of Western Australia
Barbara Baker, CLTR and LATTICE, University of Queensland
Alfred Barthofer, Department of Modern Languages, Newcastle University
Herman Beyersdorf, University of New England
Frauke Chambers, Central Metropolitan College of TAFE Perth
Dennis Cunningham, Australian Federation of Modern Language Teachers' Associations
Markus Dollriess, Australian-German Chamber of Industry and Commerce
Andrew Ferguson, President, AGTV
Peter Ganssmann, German Adviser (secondary), South Australia
Sigrid Gassner-Roberts, Department of German, University of Adelaide
Margaret Gearon, Faculty of Education, Monash University
Dina Guest, Ministry of Education and Training, Victoria
Hans Heidler, Goethe Institut, Melbourne
Amanda Hume, Department of German, University of Queensland
Brigitte Kerrutt, Ballarat and Clarendon College
Zoya Krigsman, McKinnon Secondary College
Alan Langdon, Languages and Culture Unit, Queensland Department of Education
Michael Love, Austrian Foreign Trade Commission
Neven Martavich, Adelaide College of TAFE
Tim Mehigan, Department of Germanic Studies and Russian, University of Melbourne
Mary Mennicken-Coley, Edith Cowan University
Pam Moss, Ministry of Education, Western Australia
Marianne Neve, McKinnon Secondary College
Barrie Muir, Department of Education and the Arts, Tasmania
Howard Nicholas, Faculty of Education, La Trobe University
Ute Pantel, German Adviser, (primary) Queensland
Heinz Pantel, German Adviser (secondary), Queensland
Helen Reid, Department of Education and the Arts, ACT
Judith Sallis, Department of German, University of Tasmania
Peter Schäfer, ACT German Language School
Renate Shanahan, President, SAGTA
Doug Smith, Key Centre for Asian Languages and Studies, Griffith University
Efrosini Stefanou-Haag, Languages and Multicultural Centre, South Australia
Anna Stefaniuk, Department of Education, New South Wales
Gisela Triesch, former German Adviser, Queensland
Peter White, CLTR and Lattice, University of Queensland

Appendix D Attitudinal Survey Form and Results



THE NATIONAL
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KEY LANGUAGES PROJECT

LANGUAGE STUDY QUESTIONNAIRE

For information contact Athol Yates, National Language and Literacy Institute of Australia. 112 Wellington Parade, East Melbourne Vic 3002
Tel: (03) 416 2422 Fax (03) 416 0231

Name of School ______________________________
State:
Type of school:
☐ State
☐ Catholic
☐ Independent

Part A: Student Profile

1. Sex ☐ Male ☐ Female

2. If you were not born in Australia, at what age did you come to Australia? __________

From which country did you come? ______________________________

3. What level of education did your parents reach? *(Tick only one box for each parent)*

	Father	Mother
Primary	☐	☐
Post primary	☐	☐
Year 12	☐	☐
Undergraduate degree	☐	☐
Post graduate degree	☐	☐
Other	☐	☐

Please specify
Mother: ______________________
Father: ______________________

Part B: Language background

4. Which language other than English is used at home? *(Tick only one box)*

☐ French
☐ German
☐ Indonesian
☐ Malay
☐ Mandarin Chinese
☐ Cantonese
☐ Other Chinese dialect
Please specify______ ______
☐ Spanish
☐ Italian
☐ An Italian dialect
☐ Arabic
☐ Japanese
☐ Other language
Please specify______________
☐ English only

5. Do you speak this language with: *(You can tick more than one box)*

☐ Mother
☐ Father
☐ Brothers and sisters
☐ Other Please specify______________________
☐ Grandparents
☐ Other relatives
☐ People from your parents' country

6. What subjects are you studying at school this year?

____

____

____

7. To which level do you intend to study? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

Part C: Language study at school

All of the following questions are about languages other than English, but do not refer to Latin.

8. Did you study a language at school (including Saturday School or Ethnic School) when you were in Year 10?

[ ] Yes [ ] No

(If you answered "No", this is the last question for you.)

9. Which language or languages did you study at Year 10?

Language 1: (Specify)______________________________

Language 2: (Specify)______________________________

(Questions 10 to 13 will be about the language you named as Language 1, questions 14 to 17 will be about the language you named as Language 2.)

10. If you discontinued Language 1 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

☐ I do not like languages
☐ There were too many native speakers in the class
☐ The subject was too difficult
☐ My friends did not take this language
☐ I did not like the teacher
☐ Other reasons
Please specify______________________________
____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

☐ The language was not available
☐ I considered other subjects more important for my overall study plan.
☐ There were time table clashes with other subjects
☐ Other reasons
Please specify______________________________
____

11. If you are studying Language 1 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".

Ethnic origin and /or religion 1__2__3__4__5
not important very important

Contact with the ethnic community in Australia which speaks Language 1 1__2__3__4__5
not important very important

Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)
1__2__3__4__5
not important very important

I thought this would be an easy subject for me. 1__2__3__4__5
not important very important

I had good marks in the past. 1__2__3__4__5
not important very important

I like studying languages. 1__2__3__4__5
not important very important

I like studying about the culture and society of the country where the language is spoken.
1__2__3__4__5
not important very important

I particularly like the teacher. 1__2__3__4__5
not important very important

I do not have definite plans for the future but I feel the language would enhance my future career prospects.
1__2__3__4__5
not important very important

I have definite plans to work in an area of employment where the language is used. 1__2__3__4__5
not important very important

I want to travel or live in the country. 1__2__3__4__5
not important very important

I have been advised to continue by my family. 1__2__3__4__5
not important very important

I have been advised to continue by my teachers. 1__2__3__4__5
not important very important

One or more of my friends was taking the subject. 1__2__3__4__5
not important very important

Although I had no strong desire to continue, other subjects were even less attractive. 1__2__3__4__5
not important very important

Other factors
Please specify: ______________________________

12. To which level do you intend to study Language 1? *(Tick only one box)*

- ☐ Year 11
- ☐ Year 12
- ☐ TAFE
- ☐ Tertiary institution

13. How do you rate your ability to use Language 1?

	Poor	Good	Very Good	Fluent
Speaking	[ ]	[ ]	[ ]	[ ]
Listening comprehension	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]

If the language has a different script from English, how do you find using the writing system.

1___2___3___4___5
very easy very difficult

The following questions will be answered by students who studied two languages (not including Latin) in Year 10.

14. If you discontinued Language 2 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

☐ I do not like languages
☐ There were too many native speakers in the class
☐ The subject was too difficult
☐ My friends did not take this language
☐ I did not like the teacher
☐ Other reasons
Please specify________________________________
____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

☐ The language was not available
☐ I considered other subjects more important for my overall study plan
☐ There were time table clashes with other subjects
☐ Other reasons
Please specify________________________________
____

15. **If you are studying Language 2 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".**

Ethnic origin and /or religion	1__2__3__4__5 not important very important
Contact with the ethnic community in Australia which speaks Language 2	1__2__3__4__5 not important very important
Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)	1__2__3__4__5 not important very important
I thought this would be an easy subject for me.	1__2__3__4__5 not important very important
I had good marks in the past.	1__2__3__4__5 not important very important
I like studying languages.	1__2__3__4__5 not important very important
I like studying about the culture and society of the country where the language is spoken.	1__2__3__4__5 not important very important
I particularly like the teacher.	1__2__3__4__5 not important very important
I do not have definite plans for the future but I feel the language would enhance my future career prospects.	1__2__3__4__5 not important very important
I have definite plans to work in an area of employment where the language is used.	1__2__3__4__5 not important very important
I want to travel or live in the country.	1__2__3__4__5 not important very important
I have been advised to continue by my family.	1__2__3__4__5 not important very important
I have been advised to continue by my teachers.	1__2__3__4__5 not important very important
One or more of my friends was taking the subject.	1__2__3__4__5 not important very important
Although I had no strong desire to continue, other subjects were even less attractive.	1__2__3__4__5 not important very important

Other factors
Please specify: ____

16. To which level do you intend to study Language 2? *(Tick only one box)*

- ☐ Year 11
- ☐ Year 12
- ☐ TAFE
- ☐ Tertiary institution

17. How do you rate your ability to use Language 2?

Poor	Good	Good	Very Fluent	
Speaking	☐	☐	☐	☐
Listening comprehension	☐	☐	☐	☐
Writing	☐	☐	☐	☐
Reading	☐	☐	☐	☐

If the language has a different script from English, how do you find using the writing system.

very easy 1__2__3__4__5 very difficult

End of questionnaire **Thank you for your cooperation.**

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Language & Literacy Publications

Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia

Volume 1: Arabic
Volume 2: Chinese
Volume 3: French
Volume 4: German
Volume 5: Indonesian/Malay
Volume 6: Italian
Volume 7: Japanese
Volume 8: Modern Greek
Volume 9: Spanish
Summary Volume

The 9 Language Profiles and Summary Volume examine the Australian situation of the 9 languages of Wider Teaching (as identified by the National Policy on Languages) and make recommendations to enhance the learning of these languages in Australia. The reports will be particularly useful for applied linguists, curriculum developers and language policy makers.

A Guide to Adult Language Other Than English Courses in Australia 1993

Have you ever wanted to learn a language other than English but don't know where to start? This book contains comprehensive information on language courses in Australia including addresses, levels, texts, teachers and fees.

The Australian Second Language Learning Program

A detailed description of projects and materials produce by projects funded under the Australian Second Language Learning Program between 1988 and 1992. ASLLP is a Commonwealth initiative designed to stimulate language studies in Australian schools.

Languages at the Crossroads

Consists of two volumes; the Report and Guide to the Report. The Report provides a detailed examination of policy and practical situation of language teaching in Australia. It also explores demand, supply, recruitment, deployment, professional development and job satisfaction of teachers. The Guide provides selected elements and highlights of the Report.

Language and Language Education Vol 1, No 1. & Vol 2, No 1.

Working papers of the NLLIA. Vol 1, No 1 includes articles on inter-cultural communication and rapid profiling. Vol 2, No 1 will be of particular interest to those involved with language policy and practice in schools.

The Relationship Between International Trade and Linguistic Competence

Department of Employment, Education and Training.

Language is Good Business

Proceedings of the conference "The Role of Languages in Australia's Economic Future".

Room For Two: A Study of Bilingual Education at Bayswater South Primary School

By Sue Fernandez. The extensive experience gained from managing the German bilingual program at Bayswater South Primary School is of relevance to all schools that have or are considering a language program.

Review of National Aboriginal Languages Program AACLAME Occasional Paper No 5.

Bilingualism and Bilingual Education NLLIA Occasional Paper No 2.

Interpreting Translating and Language Policy NLLIA Occasional Paper No 3 by Uldis Ozolins.

Vernacular Languages in South Pacific Education

Report on a workshop held at the Pacific Languages Unit of the University of the South Pacific Port Vila, Vanuatu.

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Tel: 03 416 2422 Fax: 03 416 0231

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Volume 4: German

The German language has a long history as a community language in Australia and as a language widely taught in Australian schools. The German Profile presents an overview of the German language in Australian education and Australian society, and highlights the language's importance to Australia in the light of its status as a significant world, cultural and economic language.

The major areas addressed in the Profile are:
German in education: This includes a statistical overview of trends in German at primary, secondary and tertiary levels over the past five years. It discusses and makes recommendations on important issues such as teacher training, teacher supply, transition, materials and resources, and general concerns of teachers in the provision and delivery of German language programs. These issues are also examined in light of recent state and national language policy initiatives.

German in Australian society: Sociolinguistic research o Australia's German-speaking communities has been extensiv This section summarises the data and presents an overview the size, location and composition of German-speaking commu nities, factors influencing language maintenance/shift, and th domains in which the language is used.

German, Australia and the world: German is a pluricentric lar guage with an estimated 100 million first language speaker This section examines the role and status of German as a cu tural, scientific and world language against the background recent changes in Europe. Its potential and importance as trade language for Australia is highlighted.

Profiles of 9 Languages of Wider Teaching

The Nine Languages

The nine languages featured in these profile studies were categorised as Languages of Wider Teaching. The nine languages are: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese and Spanish.

These languages represent the vast bulk of the second language learning effort in Australian education. As such, these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come. These nine were selected for reasons of domestic importance, such as community bilingualism and equal educational opportunities for minority language speakers, and international importance, such as economic and political significance.

Background

The nine languages were designated Languages of Wider Teaching by the 1987 National Policy on Languages. Resources were provided to promote the teaching of these languages and in early 1990, the Australian Advisory Council on Languages and Multicultural Education, which was charged with the responsibility for the implementation of the National Policy on Languages, decided to review its progress since 1987. These 9 languages have now been incorporated into the 14 Priority Languages of the Australian Language and Literacy Policy expanding the priority list to include Aboriginal languages, Korean, Russian, Thai and Vietnamese.

The Profiles

The 9 Profiles represent more than a review of the state of pl of these languages. The studies promise to bring about a mo precise and language-specific form of planning for the teachi and learning of languages in Australia and therefore could w represent a more mature phase in policy making itself. recent years, language policies have made only generic stat ments about individual languages or groups of languages. Sin there is now a high level of consensus across Australia abo the importance of language study, these Profiles will shift t focus to particular issues that affect individual languages.

Who Will Use These Profiles?

These Profiles will be invaluable to all people involved in la guage and business. Specifically, users will include langua policy makers and planners, teachers, lecturers, the medi business associations and researchers.

Uses

The Profiles will be used for planning school and higher educ tion programs, curriculum writing, research, estimating nee in interpreting and translating, and estimating the needs business to target overseas markets. They will be of continui value as a stocktake of the 9 studied languages but also value to the methodology of profiling. The NLLIA intends study other languages in this same way.